WELCOME

Student's Book page 4–5

The alphabet

1 1.02 Look at the letters with students. Ask: *How many letters are there in the English alphabet?* (26). *Is the alphabet the same in your country?* Play the audio while students follow the alphabet on the page with a finger. Play the audio again, pausing after each letter for students to repeat and check pronunciation. If students need further practice, play the audio for a third time and ask students to read through the alphabet aloud as they listen. Point out that the colour of the letters indicates the vowel sound: grey features the /eɪ/ sound; green features the /i:/ sound; red features the /e/ sound; white features the /aɪ/ sound; yellow features the /əʊ/ sound; and brown features the /ɑ:/ sound.

2 1.03 Look at the table with students. This exercise shows similarities between the vowel sounds of different letters. As examples, read the phoneme and the first letter in the first two columns aloud. Play the recording while students follow the letters in the table. Play the audio again for students to repeat the letters.

> **Optional extension**
> To check understanding, ask students to work in pairs and test each other. Student A says the first letter in each column and Student B has to remember the letters with the same vowel sound. Students may also like to take it in turns to try to recite the whole alphabet.

3 SPEAKING Divide the class into pairs or small groups. Students take turns to spell their name and check spelling. For further practice, ask students to spell other words of their choice for their partner to write down. Listen to some examples in open class as feedback.

Colours

1 As a lead-in, ask students, in L1 if necessary: *Do you know the names of any colours in English?* Write any correct answers on the board.

Read through the colours with students and look at the picture. In pairs, students write the colours in the correct places in the key. During whole-class feedback, say the colours for students to repeat and check pronunciation.

> **Answers**
> 2 black
> 3 brown
> 4 pink
> 5 grey
> 6 red
> 7 green
> 8 purple
> 9 yellow
> 10 blue
> 11 orange

2 SPEAKING Students work in pairs to talk about the colours around them. Listen to some examples in open class. After feedback, you could point to different objects in the classroom and see who can be first to say the colour of the object. Alternatively, say a colour and ask students to point to an object of that colour.

International words

1 Books closed. As a lead-in, ask students: *Can you think of any words in English that are used in your country?* Give an example of your own to get them started. Elicit suggestions and write them on the board.

Books open. Ask students to read through the 16 words and see if they can find any of their predictions from the lead-in. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *airport*, and nominate a student to say the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs. Do not check answers at this stage.

2 1.04 Play the audio for students to listen and check their answers to Exercise 1. Play the audio a second time, pausing after each word for students to repeat. If students are having problems with the pronunciation of some words, drill these as a class.

> **Answers**
> 2 F
> 3 I
> 4 P
> 5 J
> 6 L
> 7 D
> 8 H
> 9 G
> 10 E
> 11 O
> 12 B
> 13 M
> 14 N
> 15 K
> 16 A

3 SPEAKING Working in pairs, students complete the exercise. As a follow-up, say a word in open class and ask for volunteers to come to the front and write it on the board while the rest of the class check if it is spelt correctly.

Optional extension

Give students two minutes to memorise the words on page 5. Ask them to close their books and take it in turns to tell a partner as many of the words as they can remember in one minute.

Student's Book page 6–7

Articles: *a* and *an*

1 Look at the four footballs and read through the sentences. Ask students to match the sentences with the pictures. Ask them to underline *a* and *an* in the four sentences. Explain that these words are articles and they are used when we are describing one thing. Ask students: *How do you say* a/an *in your language?* Ask: *Why do we say* ***an*** *in Sentence 2?* Elicit/explain that we use *an* with words that begin with the five vowels *a*, *e*, *i*, *o* and *u*, and *a* with words that begin with the other letters (consonants).

Answers

2 C 3 A 4 D

2 Students work with a partner to complete the exercise. Check answers in open class, paying attention to pronunciation. Make sure students are not stressing the article.

Answers

1 an 2 a 3 a 4 a 5 an 6 an 7 a

The day

1 Ask students to look at the pictures and work with a partner to match them to the words. Check answers in open class. Say the words for students to repeat and check pronunciation.

Answers

2 night
3 morning
4 afternoon

Optional extension

In pairs, students write down any nouns that are in the pictures and that they know how to say in English. Make sure they add the correct article (*a chair*, *a table*, *a clock*, etc.). During feedback write any correct answers on the board and check pronunciation.

Saying *Hello* and *Goodbye*

1 1.05 Books closed. As a lead-in, say: *Hello, my name is …* and encourage individual students to respond. Many students will know the word *hello* in English. Go round the class introducing yourself to the students and encourage them to say *Hello, my name is …* to each other.

Books open. Give students a minute or two to read through the dialogues and the words in the list and check understanding. Students work with a partner to complete the exercise. Monitor and help with any difficulties. When the majority of the class have completed the dialogues, play the audio for students to check their answers.

Answers

1 Hi
2 Good
3 How
4 thanks
5 morning
6 Bye
7 See you
8 have
9 night

Audio Script Track 1.05

1

Andy Hello. My name's Andy.
Tom Hi, Andy. I'm Tom, and this is Lucy.
Lucy Hi, Andy.
Andy Hi, Tom. Hi, Lucy.

2

Abi Good afternoon, Mrs Hamilton.
Mrs Hamilton Hi, Abi. How are you?
Abi Great, thanks. And you?
Mrs Hamilton I'm fine, thanks.

3

Dave Good morning, Mr Thomas.
Mr Thomas Hello, Dave. How are you?
Dave I'm fine, thank you.
Mr Thomas Good. I'll see you in class.
Dave Bye, Mr Thomas.

4

Jim Bye, Rachel.
Rachel Bye, Jim. See you later.
Jim Yeah, have a good day.

5

Sue Good night, Mum.
Mum Night, Sue. Sleep well.

Optional extension

Play the audio again, pausing after every second sentence and asking students to say the next sentence. With stronger classes, ask students to try to respond without looking at their books. For further practice, ask students to work in pairs to recreate the dialogues. One student can look at the book while the other tries to remember the responses.

Student's Book page 8–9

Classroom objects

1 If you are using an IWB, zoom in on the pictures and ask students to work with a partner to name the objects. If students cannot name the objects, they can ask you the question *What's … in English?* Remind students not to write anything down at this stage.

2 1.06 Students read through the words in the list and work in pairs to write the correct words under the pictures. Play the audio for students to listen and check their answers. Play the audio a second time, pausing after each word for students to repeat and check pronunciation.

Answers

1 window
2 book
3 computer
4 pencil
5 chair
6 pen
7 desk
8 projector
9 board

3 Students work in small groups to make a list of any other classroom objects they know. Allow them to use a dictionary or the Internet to help them if necessary. After five minutes, brainstorm a list in open class and write any correct answers on the board.

4 SPEAKING Students work in pairs to ask and answer questions about the pictures. Listen to some examples in open class as feedback.

5 SPEAKING With a partner, students describe objects in the classroom. During whole-class feedback, pay attention to pronunciation.

Numbers 0–20

1 1.07 Books closed. Elicit as many numbers from 0–20 as students know.

Books open. Give students a minute or two to look at the numbers and words. Play the audio, pausing after each number for students to repeat. Check pronunciation and drill any difficult words with the whole class. For further practice, read individual numbers and ask students to tick the word they hear.

2 SPEAKING Students work with a partner to complete the exercise. Monitor to check students are pronouncing and writing the numbers correctly.

3 1.08 Explain to students that they will hear four phone numbers. Play the audio, pausing after each number if necessary to give students time to write their answers. Students compare answers before checking in open class.

Answers

1 4354619
2 08972387
3 6728076
4 7609234

Audio Script Track 1.08

1

My phone number is 435 4619. That's 435 4619.

2

My phone number is 0897 2387. Once more: 0897 2387.

3

Hi Deb? It's Oliver. Phone me, can you? It's 672 8076. OK? 672 8076.

4

Hi. This is 760 9234. Please leave a message after the tone.

4 SPEAKING Divide the class into pairs or small groups. Students ask and answer the question: *What's your favourite number?* As feedback, have a show of hands to find out which is the most popular number in the group.

Plural nouns

1 Books closed. As a warm-up, ask students: *How many of the words can you remember from the classroom objects exercise?* Explain that these are all singular words. Take one of the words as an example, e.g. *door* and write it on the board. Elicit the plural *doors* and elicit or explain that we usually form a plural by adding *-s* to the singular noun.

Books open. Students work with a partner to complete the exercise. Monitor to check students are spelling words correctly and that they understand they must give the correct number of objects in each case. As feedback, nominate individuals to come to the board and write the answers.

Answers

1 seven books
2 five pens
3 four windows
4 six pencils
5 three computers

2 Tell students that some words do not form a plural by adding *-s*. Look at the example and elicit or explain that the plural of *man* is *men*. Students work with a partner to match the remaining words. Check answers. Say the words for students to repeat and check pronunciation.

Answers

1 d 2 a 3 c

Classroom language

1 1.09 Look at the pictures and the phrases with students. Play the audio while students complete the exercise. Allow them to compare answers with a partner before a whole-class check.

Answers

2 g 3 b 4 c 5 a 6 j 7 d 8 h 9 e 10 f

2 1.10 Play the audio, pausing after each phrase for students to repeat. Divide the class into pairs or small groups for students to take it in turns to give each other instructions. Listen to some examples in open class. Nominate individuals to act as the teacher and give instructions to the rest of the class.

Optional extension

It is very important for students to learn to use classroom language at this early stage in learning. Ask: *Which two phrases are for students to say?* (e and f). Ask students to work in small groups and create a poster showing the two phrases for display on the wall of the classroom. Encourage creativity and the use of drawings. When students have completed their posters, hold a class vote to choose the best two posters and display them on the wall. These can be used for reference when students ask one of the questions in L1 or don't understand the teacher's instructions.

Student's Book page 10–11

Numbers 20–100

1 1.11 Books closed. Elicit as many numbers between 20 and 100 as students know. Encourage as many students to answer as possible rather than relying solely on stronger students.

Books open. Give students a minute to read through the numbers and words. Students work with a partner to match the numbers to the words. Play the audio for students to check their answers. Repeat the audio, pausing after each number for students to repeat and check pronunciation.

Answers

d fifty
g eighty
h ninety
f seventy
i one hundred
b thirty
a twenty
e sixty
c forty

2 1.12 Students work with a partner to complete the exercise. Monitor and help any students who are finding this difficult. Play the audio for students to check answers, pausing after each number for students to repeat.

3 Refer to the Look! box and show students how the numbers are formed. Point out the hyphens. Students work individually to write the numbers in word form. Monitor and make sure students are writing the correct numbers, and that they are including the hyphen between the two number parts (e.g. *twenty-four* not *twenty four*).

Answers

1 forty-seven
2 sixty
3 eighty-nine
4 thirty
5 fifty-eight
6 seventy-two
7 ninety-one

Messages

1 1.13 Look at the messages with students. Ask: *Who is the first message from?* (Oliver Holmes). *What information is missing?* (his house number, the bus number and his phone number). Play the audio while students complete the missing numbers. Students compare answers with a partner before a whole-class check. If necessary, play the audio again to clarify answers.

Answers

1 87
2 36
3 023 876 788

Audio Script Track 1.13

Hello. This is a message for Liam from Oliver Holmes. Just to let you know that my house number is 87. You can get the number 36 bus from the bus station. It stops outside my house. Any problems call me on 023 876 788. That's 023 876 788. See you Friday.

2 1.14 Repeat the procedure for Exercise 1.

Answers

1 63
2 18
3 0935 635 757

Audio Script Track 1.14

Hello. This is a message for Abi from Mrs Davis. Just to let you know that my house number is 63. You can get the number 18 bus from the bus station. It stops outside my house. Any problems call me on 0935 635 757. That's 0935 635 757. See you Friday.

Optional extension

Ask students to work with a partner to prepare a similar message to those in Exercises 1 and 2. Pair students with a different partner and ask them to read out their message while their partner writes the numbers down. Students compare the numbers they wrote with the original message.

Review

1 1.15 This game reviews vocabulary covered in the Welcome unit.

Look at the table with students and read through the instructions. Clarify that students should write down as many words as possible in each category and that some categories will remain empty. Divide the class into pairs. Play the audio while students write down the first letter, then give them five minutes to write down words beginning with that letter before repeating the process with the next letter. Alternatively, play the audio in full and ask students to write down the letters in the columns, then give them time to complete all the categories. Monitor to help with any questions and to check students are spelling words correctly. During whole-class feedback, complete the table on the board adding points up as you go along.

Mixed-ability

Weaker students: Allow students to look back through the unit to find words.

Stronger students: Give students five minutes to look back at the unit to remind themselves of the language covered. They can then try to complete the exercise from memory.

Answers

1 b 2 s 3 r 4 w 5 t

2 In open class, read the instructions and look at the example. Write the five vowels on the board. Students work with a partner to complete 1–11. Let them find the words in the unit to check their spelling before whole-class feedback. This exercise would work well as a competition with pairs racing to be first to spell the words and write them in the correct column. When students have completed the columns, give them three minutes to add more words to each column. Listen to some of their ideas in open class.

Answers

1 d*oo*r
2 r*e*st*au*r*a*nt
3 *o*r*a*n*g*e
4 p*e*n
5 n*i*n*e*
6 ch*ai*r
7 f*i*v*e*
8 y*e*ll*o*w
9 *ai*rp*o*rt
10 gr*ee*n
11 *ei*ght

International words: restaurant, airport
Colours: orange, yellow, green
Numbers: nine, five, eight
Classroom objects: door, pen, chair

3 SPEAKING Divide the class into pairs. Students choose three pictures and spell the words for their partner. Students check each other's spelling.

Optional extension

In pairs, students spell out a word, pausing after each letter for their partner to guess the word. For example:

Student A: R.
Student B: Ruler?
Student A: No. E.
Student B: R… e… red?
Student A: No! S.
Student B: R… e… s… restaurant!
Student A: Yes!

Student B scores three points. The player with the fewest points wins.

4 Working with a partner, students put the dialogues in order. Check answers in open class. Drill the dialogues to practise pronunciation and intonation. In pairs, students practise the dialogues. Encourage them to take turns to close their books and say the dialogues from memory.

Answers

Dialogue 1: 3 1 4 2
Dialogue 2: 3 1 2

1 ONE WORLD

Objectives

FUNCTIONS	getting to know someone; talking about yourself and others
GRAMMAR	question words; the verb *to be*
VOCABULARY	countries and nationalities; adjectives

Student's Book page 12–13

READING

BACKGROUND INFORMATION

Usain Bolt (born 21 August 1986) is a Jamaican sprinter. He is the fastest human in history and holds the world records for both the 100 metres (9.58 seconds) and 200 metres (19.19 seconds). He won gold medals for both these events at the 2008 and 2012 Olympics.

Missy (Melissa) Franklin (born 10 May 1995) is an American swimmer. She won four gold medals at the 2012 Olympics at the age of 17 and holds the world record for the 200-metre backstroke. Her nickname is Missile Missy.

Mariya Savinova (born 13 August 1985) is a Russian runner. She won the gold medal for the 800 metres at the 2012 Olympics.

Zheng Jie (born 5 July 1983) is a Chinese tennis player. She won the bronze medal in doubles at the 2008 Olympics and reached the singles semi-finals at the 2008 Wimbledon Championships.

1 In open class, brainstorm the names of any countries the students might know. Write the names of the countries on the board. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the map on the IWB. Say: *Mexico*, and nominate a student to call out the correct letter. Do the same with the remaining countries. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers. Say each of the names of the countries for students to repeat and check

Answers

1 G 2 B 3 C 4 F 5 I 6 A 7 H 8 D 9 E 10 J

2 SPEAKING Ask individual students to name a famous person from their own country. Divide the class into pairs and ask students to think of famous people and say which country they are from. Ask: *Can anyone think of a famous person from each of the ten countries in Exercise 1?* Listen to some of their ideas in open class as feedback.

Optional extension

When students have thought of some famous people, regroup students into pairs or small groups. Students take it in turns to say the name of a famous person for the rest of their group to say where he/she is from and what he/she does. Give an example of your own to get them started:

A: Justin Bieber.

B: He is from Canada. He is a singer.

3 1.16 Tell students they are going to read about and listen to some information on a website. Check/clarify key vocabulary by asking students to mime: *runner*, *swimmer*, *tennis player*. Play the audio while students work individually and read the website to complete the exercise. When students have checked their answers with a partner, check answers in open class. Point out that we use a capital letter at the beginning of nationality words.

Answers

1 10 2 Manchester 3 swimmer 4 Russian
5 11 6 Japan 7 tennis player

Optional extension

For further focus on the language in the website, ask students to work with a partner and find three nationalities (*Brazilian*, *British* and *Japanese*) and four adjectives (*amazing*, *great*, *fast* and *awesome*) on the website.

THINK VALUES

The Olympic Spirit

Ask students to close their books. Draw the Olympic five rings symbol (or search for an image and project it onto the IWB). Ask: *What do the five rings mean?* Elicit or tell students that they represent the five major regions of the world (Africa, the Americas, Asia, Europe and Oceania). If possible, show students a picture of athletes from different nations shaking hands or celebrating together. Write on the IWB: *Why do people do sport? Why do athletes go to the Olympics?* Ask students to discuss the questions in pairs or small groups, using English as much as possible, but in L1 if necessary. Monitor and help with any questions about vocabulary. For feedback, listen to some of their ideas in open class.

Read the rubric and the three slogans aloud. Check/clarify: *spirit*, *slogan*, *together*. Working with a partner, students choose the best slogan. When students have chosen, hold a class vote to find out which slogan the class think is best. Encourage students to give reasons for their choices.

Optional extension

Ask students to work in small groups and invent a different slogan for the Olympics. Monitor and help with vocabulary. Listen to some of their ideas in open class and have a vote to decide which is the best slogan.

Student's Book page 14–15

VOCABULARY

Countries and nationalities

1 1.17 With books closed, ask: *What is the nationality adjective for your country? How many countries can you remember from the map on page 12?* Write the countries from Exercise 1 on page 12 on the IWB. Students open their books. Give them a few moments to look at the flags and read through the names of the countries. Students work in pairs and match the countries to the flags. Play the audio for students to check their answers.

Answers

1 Turkey 2 Mexico 3 Japan 4 the USA 5 Brazil
6 Portugal 7 South Africa 8 Spain 9 the UK

2 Students complete the table with the nationalities of the countries from Exercise 1. Check answers on the IWB, saying each of the nationalities out loud to practise pronunciation and pointing out differences in spelling between each country and its nationality adjective. Tell students that there is no rule for the formation of nationality adjectives.

Answers

-an: Brazilian, South African, Mexican, American, Russian
-ish: Spanish, Turkish, British
-ese: Japanese, Portuguese

Fast finishers

Ask students to add as many more nationalities to each column as they can.

3 SPEAKING Ask two students to read the speech bubbles aloud. In pairs, students complete the exercise. Listen to some pairs in open class for feedback.

Mixed-ability

Encourage stronger students to describe flags that they know but that do not appear on the page.

Optional extension

If you have access to the Internet, do a search for a basic *flag quiz*. You will find a variety of websites with quizzes. Choose one that you think is at the right level for your students. Show the flags on the IWB and set a time limit for students to work in small teams and name the flags. Give one point for each correct answer.

Workbook page 13

GRAMMAR

Question words

1 Students work with a partner to complete the exercise, looking back at the website. During feedback, say each of the sentences for students to repeat. Check pronunciation of the question words and that the intonation for each question is correct.

Answers

1 Where 2 How 3 Who 4 Why

Read through the rule in open class and elicit the answers.

Rule

1 question 2 because

Mixed-ability

With weaker classes, students may benefit from some further practice of the question words. Ask students to read through the question words. Elicit how they say them in their own language. Ask them: *Which words do we use for … people* (who), *places* (where), *manner* (how) *and reason* (why)*?*

2 Go through the example with the class. Students read through questions 1–4 and complete the exercise before whole-class feedback.

Answers

1 Where 2 What's 3 Who 4 Why

3 SPEAKING Look at the example with the class so the task is clear to students. Give students some time to think about their answers. Students take turns asking and answering. Monitor as they are doing this and give help with any extra vocabulary they need. Make a note of common errors as well as good usage. Write these errors on the board, without naming the students, and ask students to correct errors during whole-class feedback. Praise good usage. Ask two or three students to tell the class something interesting they learnt about their partners.

Optional extension

If you have access to an IWB, a fun way of practising *who*, *what* and *where* is to show an image on the IWB and hide it with a black screen. Slowly reveal a small section. Divide the class into two teams. Team A asks: *Who/Where/What is it?* Team B answers the questions. If they are right, they get one point. If they are wrong, reveal more of the picture. Swap roles.

This game can also be played with magazine pictures and post-its. Cover a picture with nine post-its numbered 1–9. Students call out a number, which is then removed from the picture and they have to answer a *Who/What/Where* question.

Workbook page 10 and page 122

PRONUNCIATION

For pronunciation practice of /h/ or /w/ in question words, go to Student's Book page 120.

LISTENING

BACKGROUND INFORMATION

Maria Sharapova (born 19 April 1987) is a Russian tennis player. She has been the number one women's tennis player on five separate occasions since 2005. Despite quite regular injuries, she has won five Grand Slam titles. She has also done a lot of advertising work and launched her own brand of sweets – "Sugarpova"!

Bruno Mars (born Peter Hernandez, 8 October 1985) is an American singer and record producer. He has had five US number ones including *Just the Way You Are*, *Grenade* and *When I Was Your Man*. He has released two albums: *Doo-Wops & Hooligans* (2010) and *Unorthodox Jukebox* (2012).

Javier Bardem (born 1 March 1969) is a Spanish actor. He began making films in Spain in the 1990s and had his American breakthrough in 2007 when he won an Oscar for best supporting actor for *No Country for Old Men*. In 2010 he married fellow actor Penélope Cruz.

1 As a warm-up, ask students to look at the flags and work with a partner to name the countries and the nationality adjectives. This could be done as a pair-work game, with one student saying the country and the other saying the nationality. Give students time to look at the photos and guess the correct flag for each photo. If students do not know the nationalities of the famous people, give some clues from the background information. Listen to some of their ideas in open class and write them on the board. Do not give the correct answers at this stage.

2 1.20 Tell students they are going to listen to a radio quiz. Play the audio while students check their answers from Exercise 1. Tell students not to worry if they don't understand every word, but to focus on completing the exercise by carefully listening for country or nationality words. Allow students to check answers with a partner. If necessary, play the audio again before whole-class feedback. During feedback, refer to their predictions before the listening activity to see who predicted correctly.

Answers

2 Japanese flag 3 American flag 4 Brazilian flag
5 Spanish flag

Audio Script Track 1.20

Presenter	Hello and welcome to the *One-Minute Challenge*. On line 1 we have Paula. Where are you from, Paula?
Paula	Hi, John. I'm from London.
Presenter	That's great. OK, Paula, you have one minute. How many questions can you answer? Today's questions are all about … nationalities.
Paula	OK.
Presenter	Paula, are you ready?
Paula	Yes, I am.
Presenter	So let's play … the *One-Minute Challenge*. OK. Maria Sharapova, the tennis player, is from …
Paula	Russia. She's Russian.
Presenter	Correct. Question 2. Sushi is from …
Paula	Sushi? That's a type of food. It's South African.
Presenter	No, I'm sorry. You're wrong. It's a Japanese dish.
Paula	Of course.
Presenter	Bruno Mars is a singer. He's from …
Paula	Bruno Mars is American.
Presenter	Correct. Next question. Cariocas are people from …
Paula	I've no idea.
Presenter	Cariocas. They're from Rio de Janeiro in Brazil.
Paula	I didn't know that.
Presenter	The actor Javier Bardem is from …
Paula	He's from Spain.
Presenter	Correct. Salsa music is … I'm sorry, Paula. We're out of time. Your score is three.

GRAMMAR

to be

1 Look at items 1–4 with students and nominate individuals to match them to the photos in Listening Exercise 1. Point out that there is one extra photo. Ask students to read through a–h before completing the exercise with a partner. During whole-class feedback, ask students what *'s* stands for (*is*).

Answers

1 e, h 2 a, g 3 b, d 4 c, f

2 Read through the sentences with students. Ask them to choose the correct options individually before checking with a partner. Check answers.

Answers

1 am 2 are 3 are

Complete the rule with students in open class. Tell students it is very common to use the contracted form when we are speaking and say each of the contracted forms for students to repeat. Make sure they are not stressing the verb *to be*.

Rule

are is

Ask students to complete the Look! box with the correct form of *be*. Display the Look! box on the IWB and nominate individuals to come to the board and complete the table.

Language note

Point out to students that we do not contract *are* when we name people.

David and Violet are actors.

~~*David and Violet're actors.*~~

3 If you're short on time, set this exercise for homework. Check/clarify: *best friends* (ask: *Who are your best friends?*) and *wrong* (the opposite of *right*). Students work with a partner to complete the exercise. Check answers. Clarify that we can contract *is/are* in all sentences apart from sentence 3.

Answers

1 's/is 2 's/is 3 are 4 're/are 5 're/are

Fast finishers

Ask students to write true sentences about themselves and their friends and family using the correct form of *to be*.

Be aware of common errors related to *be*, go to Get it right on Student's Book page 122.

Workbook page 11 and page 122

THiNK SELF-ESTEEM

The 'Me' flag

1 Students like finding out things about their teacher, so you might like to use this as an opportunity to describe some of your favourite things to them. Choose two activities, one colour and one animal and draw a flag on the board with these items. Tell students what the items in your flag are and why you like these things. Give students some time to work individually and choose the things that are important to them. Monitor and help with any questions about vocabulary.

2 SPEAKING Look at the example flag and description with students to check that students understand that the flag represents what the person says in the speech bubble. Students draw their own flag, using the items from Exercise 1, then explain it to their partner. Alternatively, ask students to stand up and move around the class describing their flags to other students. As students repeat their description, they should become more confident and fluent. Listen to some examples from volunteers in open class as feedback.

Optional extension

Ask students to work with a partner and draw a flag for a famous person of their choice. Divide the class into groups of four and ask students to guess whose flag the other pair has drawn.

Student's Book page 16–17

READING

1 1.21 As a warm-up, ask students questions about football. You could show them photos of famous players and ask: *Who is this?* or ask: *What is your favourite football team? Who knows more about football – boys or girls?* Divide the class into pairs for students to discuss their answers. Listen to some of their ideas in open class.

Look at the picture in open class and ask students: *Which football shirt is the girl wearing?* (Barcelona). Tell students they are going to read and listen to a dialogue between the boy and the girl. Check/clarify *fan* by asking students: *Which club are you a fan of?* Play the audio and ask students to answer the question. Students check the answer with a partner before whole-class feedback.

Answer

Marta

2 Read the sentences, and check students understand the example. Students read the dialogue again to decide if the sentences are true or false. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they underlined. Make sure students understand why the false sentences are incorrect.

Answers

1 T
2 F – Marta is from a small town (called Teruel).
3 F – Tony Kroos is German.
4 F – Tony Kroos is a Real Madrid player.

3 If you're short on time, set this exercise for homework. Students work with a partner to complete the exercise. Tell them to look back at the dialogue to help them. Monitor and make a note of any repeated errors to refer to anonymously during feedback.

Mixed-ability

If your students have difficulty with this exercise, jumble up the words in the answers and write them on the IWB. This can be done for each sentence (e.g. *name* / *what's* / *your*) or with words from all answers jumbled randomly. Ask students to write the words in the correct order.

Answers

1 What's your name?
2 Where are you from, (Marta)?
3 Who's your favourite Real Madrid player?

FUNCTIONS

Getting to know someone

1 1.22 To introduce this topic, draw two faces on the IWB with speech bubbles coming out of them. Tell students the two people are meeting for the first time and elicit things they might say to each other. Give prompts (*What's …? Where …?*) if necessary.

Give students a minute to look through the sentences, then ask them to order the dialogue with a partner. Play the audio for students to check their answers.

Answers

5 7 9 3 1 4 6 8 2

Audio Script Track 1.22

Gina What's your name?
Paolo I'm Paolo and you?
Gina I'm Gina.
Paolo Nice to meet you, Gina.
Gina Nice to meet you, too.
Paolo Where are you from, Gina?
Gina I'm from Paris.
Paolo Paris is a beautiful city.
Gina Yes, it is.

2 SPEAKING Students act out the dialogue with a partner. Monitor and help students pronounce words correctly. Encourage students to express interest when asking questions and listening to answers. During whole-class feedback, check pronunciation and intonation.

3 SPEAKING Divide the class into different pairs. It is good for students to interact with as many different partners as possible in order to share knowledge of grammar and vocabulary. Students work together to create a dialogue of their own. They can either be themselves or pretend to be someone else. Monitor and help with any questions. Listen to some examples in open class as feedback.

Mixed-ability

Weaker students can write their dialogues and practise them before acting them out without looking at their notes.

Stronger students can invent dialogues spontaneously.

Optional extension

You'll need to write out the dialogues on the board or IWB for this activity. Make AB pairs so that half of the class are A and half are B. Students practise the dialogues from Exercise 1 in their pairs. Cover a small section of the dialogue. Students repeat the dialogues in their same AB pairings trying to remember the whole dialogue, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks of language.

VOCABULARY

Adjectives

1 1.23 Ask students to close their books. To introduce this language, write the nouns from Exercise 1 on the board. Ask students what they might describe with the adjectives, e.g. *What is expensive?* (a TV, a smartphone, a car, etc.). Focus attention on the Look! box, read the rule together and check understanding. Then with their books open, students work with a partner to match the words in the list with the pictures. Play the audio for students to check their answers. Pause after each phrase for students to repeat. Ask students to think of another word that has the same vowel sound as the vowel sound in each of the adjectives (e.g. *small – ball*; *new – you*; *dirty – her*, etc.). This type of comparison is a useful technique as it compares new words with words that students can already pronounce, as well as showing that vowels do not always have the same sound in English.

Answers

1 a new pen 2 an expensive computer 3 clean shirts
4 an old phone 5 a small pizza 6 a fast car
7 a dirty football 8 cheap tickets 9 a slow bus

2 Check/clarify: *opposite*. Students work with a partner to complete the exercise. Check answers.

Answers

1 c 2 e 3 b 4 a

3 If you're short on time, set this exercise for homework. Look back at the words in Exercise 1. Remind students that we use an article with a noun and that the adjective comes between the article and the noun. Elicit or explain out that there is no article with *shirts* and *tickets* because they are plural.

Students put the words in order. Allow them to check their answers with a partner before whole-class feedback.

Answers

1 a new bike 2 an expensive restaurant
3 a fast train 4 dirty shoes 5 a cheap book

Optional extension

Students take it in turns to close their books and remember as many of the items in Exercise 1 as possible. To get a point, they have to say both the adjective and the noun. An alternative to this activity is for students to close their books and use the words from the exercise to say items that were not in the exercise, e.g. *a slow car*, *an expensive pizza*. However, these have to make sense in order to score a point, e.g. they can't say *a fast pizza*!

Workbook page 13

WRITING

Personal information

This task can be done in class or set as homework. Read through the instructions and questions and check/clarify: *roommate*. Students complete the questionnaire. At the beginning of the next class, put the students in groups to compare their answers and find out who gave the most similar responses to them.

Student's Book page 18–19

PHOTOSTORY: episode 1

Just a little joke

1 Tell students they are going to read and listen to a story about a group of teenagers. First, students look at the photos but cover up the dialogue. If you are using an IWB, project the images onto the board and ask students to close their books. Ask students to look at the photos and read the questions. Ask them to guess answers to the questions if possible. Write their ideas on the board.

2 1.24 Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

four school

3 EP1 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

1 No 2 (Paris,) Texas / the USA

4 EP1 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification.

Check answers with the whole class. Draw students' attention to the long vowel sounds in *fast food*.

Answers

1 Ruby 2 American 3 Paris, Texas 4 is very good

PHRASES FOR FLUENCY

1 Ask students to locate expressions 1–4 in the photostory on page 18 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

Answers

1 Ellie 2 Ellie 3 Ruby 4 Ellie

2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure they are translating the sense of the whole phrase, not just the individual words.

3 Read through 1–4 with students. Ask them to work in pairs and change the underlined expressions. During feedback, point out the use of question marks and exclamation marks and say the expressions for students to repeat. Check pronunciation and intonation and ask individuals to repeat again if necessary.

Answers

1 That is so awesome! 2 How's it going?
3 I know! 4 See you later.

4 Ask students to read through the dialogues and complete the sentences. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

Answers

1 How's it going 2 That is so awesome 3 See you later

FUNCTIONS

Talking about yourself and others

1 With books open, read through the questions and answers. Ask students to work with a partner and complete the exercise. Check answers in open class.

Answers

1 a 2 d 3 c

2 Read through the instructions with students. Ask them to work with a partner and make the dialogues. Monitor and help with any queries. During feedback, ask pairs to read the dialogues in open class.

Answers

1
A: Who's that?
B: That's Mary.
A: Where's she from?
B: She's from the UK.
2
A: Who are they?
B: They are Mario and Alex / Alex and Mario.
A: Where are they from?
B: They are from Mexico.
3
A: Hi, what's your name?
B: I'm Bob.
A: How old are you, Bob?
B: I'm 12.
A: Who's your favourite singer?
B: Ed Sheeran.

3 SPEAKING In pairs, students act out the dialogues. Monitor and check students' intonation when asking the questions. Students work together to make new dialogues and practise them. Listen to some examples in open class as feedback.

Mixed-ability

Weaker classes: Give students two minutes (or more if necessary) to prepare the dialogues.

Stronger classes: Students should be able to create dialogues without preparation time.

Optional extension

If students have access to a recording facility (on their mobile phones, for example), they could record their conversations and play them back to check their own pronunciation and intonation. They can then repeat the exercise and listen out for improvements.

Invite some of the groups to act out a dialogue for the class.

2 I FEEL HAPPY

Objectives

FUNCTIONS	talking about feelings; asking questions; expressing likes and dislikes
GRAMMAR	*to be* (negative, singular and plural); *to be* (questions and short answers); object pronouns
VOCABULARY	adjectives to describe feelings; positive and negative adjectives

Student's Book page 20–21

READING

1 As a warm-up, ask individual students: *Are you happy?* Write: *I am happy when …* on the board. With books closed, divide the class into pairs and ask each pair to think of three different ways to end the sentence. Give an example of your own to get them started if necessary. Monitor and help with any difficult vocabulary. Listen to some of their ideas in open class.

Ask students to open their books. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *on a plane*, and nominate a student to point to the correct photo on the board. The rest of the class agree or disagree with the answers. There may be some pictures that students disagree about, so remind them that each word should only be used once and that they should try and work out the best answer through elimination. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with answers.

Answers

2 F 3 C 4 B 5 A 6 D

2 SPEAKING Students work in pairs to test each other about the photos. They take turns to nominate a photo for their partner to remember without looking at the answers. Monitor the activity, and finish the activity when most pairs have gone through all the images.

3 1.25 Tell students they are going to read and listen to four text messages from people who are each in one of the places in Exercise 1. This is an introductory reading of the texts, so tell students it is not necessary to understand every word. They should concentrate on the task and look for specific words that support their answers. Students work individually to complete the exercise, then check their answers with a partner before feedback in open class.

Answers

A Andrea B Nicky C James D Ryan

Mixed-ability

Stronger students can cover the texts so they are only listening to the audio, while weaker students can listen and read.

4 Read through the sentences in open class. Point out the adjectives in the example sentence and sentences 3–5 and check/clarify: *worried*, *bored*, *angry*, *happy*. Ask students: *How do you feel … before an exam?* (worried), *… on a rainy Sunday afternoon?* (bored), *… when your phone doesn't work?* (angry). Also draw attention to the negative form of *to be* (*isn't*) in sentences 4 and 5. Students then read the texts in more detail to complete the exercise. Encourage them to underline the parts of the texts that support their answers. Students compare answers with a partner. During whole-class feedback, ask students to refer to the text and to explain why the false sentences are incorrect.

Answers

1 F – She is at the beach.
2 T
3 F – Ryan is not very happy.
4 F – The bus driver is angry.
5 T

Fast finishers

Ask students to find at least ten adjectives (there are fifteen) in the texts.

THINK VALUES

Welcoming a new classmate

1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the picture and read the text in the thought bubble. Students answer the questions in pairs before checking answers with the whole class.

Answers

1 Emily is at school.
2 She is worried and sad.
3 She doesn't know where her friends are.

2 Read the instructions and look at the example. Check students understand the difference between *smile at* and *laugh at* (perhaps using mime). Ask students to complete the exercise individually and do not give answers at this stage.

Answers

1 ☺ 2 ☺ 3 ☹ 4 ☹ 5 ☺

3 SPEAKING Read the example sentences for students to repeat and check pronunciation. Divide the class into pairs. Students compare their ideas with their partner. Monitor to deal with any errors and to check all students have the correct answers. Check answers in open class.

4 SPEAKING Students work in pairs to think of further examples of ways to help Emily on her first day. Monitor and help with vocabulary. Listen to some examples in open class as feedback.

Optional extension

Ask students to work in small groups and create a poster showing what you should or should not do on a new student's first day. Give students a simple example on the board of how this might look, perhaps with two columns, one showing things that are OK and the other things that are not OK. Encourage students to use their imaginations and to present the information in an interesting way, using colours, symbols and drawings if necessary. If there is space, display the posters on the walls of the classroom for students to circulate and look at each other's work. This could be done as a digital poster if students have access to computers.

Student's Book page 22–23

VOCABULARY

Adjectives to describe feelings

1 1.26 With books closed, give students one minute to work in small groups and write down as many adjectives as they can remember from the texts on page 21. Ask the team with the longest list to write their adjectives on the IWB and ask the rest of the class to add to the list.

Students open their books and work with a partner to complete the exercise. When students have completed the exercise, play the audio for students to check their answers. Play the audio again and get students to repeat the words after the recording in order to check pronunciation. Point out that we do not stress the *e* in *worried*, *bored* and *tired*. Also pay attention to the different vowel sounds in *angry* and *hungry*, and to the pronunciation of *ir* in *thirsty*. It is important that students focus on different vowel sounds at this early stage of their learning, before errors become ingrained and more difficult to correct.

Answers

A 5 B 2 C 6 D 1 E 7 F 9 G 10 H 3 I 4 J 8

2 Give students a minute to read through the sentences. Check/clarify: *awful* (draw a line with *good* at the top and *bad* at the bottom, then write *awful* below *bad*), *broken* (pretend your phone isn't working). Students work with a partner to match the pictures with the sentences. Check answers.

Answers

2 E 3 B 4 D 5 C 6 F

Fast finishers

Ask students to write adjectives to say how they would feel in the six places in the photos on page 20.

3 SPEAKING Students work in pairs and describe how they feel in the different situations. Listen to some of their ideas in open class as feedback.

Mixed-ability

Ask stronger students to think of further situations and ask each other how they feel. For example:

A: You're at the beach.
B: I'm hot.

Optional extension

Divide the class into small groups for students to test each other on the adjectives. Students take turns to mime one of the adjectives. Their partner has to respond, e.g. *You're cold.* Ask students to volunteer examples in open class as feedback.

Workbook page 21

GRAMMAR

to be (negative, singular and plural)

1 Ask students to read the sentences and then look back at the text on page 21 to complete them. Stronger students may be able to complete the sentences without looking back at the text. Check answers. Ask students to point out the singular and plural forms.

Answers

1 aren't 2 isn't

Elicit which word we use to form negatives (*not*), then complete the rule in open class. Draw students' attention to the contraction of *am* in *I'm not* as opposed to the contraction of *not* in *aren't* and *isn't*. Also point out that there is no space between *are* and *n't* in *aren't* and *is* and *n't* in *isn't*. Check that students can pronounce *isn't* and *aren't* correctly.

Rule

1 not 2 isn't 3 aren't

2 Students work individually to complete the exercise. Remind students to use contractions where possible. Students compare answers with a partner before a whole-class check.

Answers

1 aren't 2 aren't 3 'm not 4 isn't

3 If you're short on time, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *to be*. Check answers in open class.

Answers

1 'm not, 'm 2 's, isn't 3 isn't, 's 4 's, isn't

Optional extension

Divide the class into pairs and ask students to take turns saying sentences for their partner to respond to with the opposite. Tell them they can begin with either the positive or negative form. For example:

A: I'm hot.
B: I'm not hot.

B: They aren't thirsty.
A: They are thirsty.

Fast finishers

Ask students to write more example sentences following the same format as the pairs of sentences in Exercise 3.

PRONUNCIATION

For pronunciation practice of vowel sounds in adjectives, go to Student's Book page 120.

Workbook page 18 and page 122

TRAIN TO THINK

Categorising

1 Students work individually to put the words into categories. Do not tell them what the categories are at this stage. If you have access to an IWB, this can be done as a heads-up activity with books closed. Before the lesson, prepare a screen with the sixteen words and four category boxes. Ask students to categorise the words. This activity can also be done as a race with pairs competing to categorise the words first. Check answers.

Answers

Category 1: grey, orange, white, purple
Category 2: excited, angry, worried, bored
Category 3: chair, pencil, desk, book
Category 4: evening, night, morning, afternoon

2 SPEAKING Ask students to work together in pairs to name the categories. When most of the pairs have completed the exercise, ask for some suggestions on how to name the categories. Write the suggestions on the IWB, and have a show of hands to decide on the best title for each category.

Remind students that categorising is a useful skill in language learning. Encourage them to categorise vocabulary items as it is easier to remember words in groups (e.g. sports words, verbs, words I use at school, etc.) rather than random lists.

Suggested answers

1 colours 2 emotions 3 classroom objects
4 times of day

Optional extension

Divide the class into pairs and ask them to create their own exercise, similar to Exercise 1, with four groups of four words randomly written on a piece of paper. Join pairs into groups of four and ask students to complete each other's exercises.

LISTENING

1 1.29 As a warm-up, ask individual students questions with *to be* + adjective, e.g. *Are you cold/bored/angry?* and elicit negative answers, e.g. *No, I'm hot/excited/happy.* Look at the pictures and nominate individuals to describe what they can see. Tell students they are going to hear four short dialogues and that they should not worry if they do not understand every word. Play the audio while students match two of the dialogues to the pictures. Point out that the first dialogue they hear is an example. Allow students to compare answers with a partner before a whole-class check.

Answers

A 3 B 1

2 1.29 Look at the example in open class. Give students time to read through dialogues 1–3. Play the audio again while students complete the dialogues. Check answers. If necessary, play the audio again, pausing to clarify answers. Ask students to practise reading the dialogues with a partner.

Answers

1 excited 2 tired 3 cold

Audio Script Track 1.29

Example

Mum Noah. Be careful.
Noah Don't worry, Mum. I am.
Mum Hey, Noah? That's my car.
Noah I'm sorry, Mum!

1

Chris What's that, David?
David Hi, Chris. It's my new football.
Chris Yeah, looks cool.
David So, let's play.
Chris OK, great.

2

Ted I'm sorry.
Man Are you tired, Ted?
Ted Yes, I am.
Man What time is it?
Ted It's almost one o'clock in the morning.

3

Girl Dad?
Dad Yes.
Girl Can you close the window, please?
Man Yes, of course, Ashley.
Girl Thanks.

GRAMMAR

to be (questions and short answers)

1 In open class, look at picture A in Exercise 1 and have a show of hands to choose the correct answer. Tell students that we call this a short answer and elicit or explain which type of word we do not normally repeat in this type of dialogue (the adjective).

Answer

No, I'm not.

Look back at the dialogues in Listening Exercise 2 and ask students to point out further examples of short answers. Complete the rule together. Give students two minutes to complete the gapped table. Check answers.

Rule

1 be 2 Yes/No

Table

1 Is 2 Are 3 are 4 he/she/it isn't 5 we aren't

Language note

Point out to students that we do not use contracted forms with positive short answers. For example:

Yes, I am.

~~*Yes, I'm.*~~

Yes, you are.

~~*Yes, you're.*~~

2 Read through the example and remind students that we invert *to be* and the subject to make questions (e.g. *Is he …?*). Students work with a partner to complete the exercise. Check answers. Say the sentences for students to repeat, concentrating on the rising intonation of *yes/no* questions. Tell students that they should emphasise the final word of the question, but make sure students do not think that they should always stress the final syllable at the end of a sentence, as this sounds very unnatural.

Answers

1 Are you hungry? – No, I'm not.
2 Are they from Brazil? – Yes, they are.
3 Are you 12? – Yes, I am.
4 Is she tired? – No, she isn't.
5 Am I late? – No, you aren't.

Fast finishers

Ask students to write more questions using *to be*.

3 Students work with a partner to complete the dialogues, referring to the table to check their answers. Check answers. Give students time to practise the dialogues. Encourage them to focus on intonation of questions and monitor to deal with any problems.

Mixed-ability

Stronger students can complete all six dialogues. Weaker students can focus on the first three dialogues.

Answers

1 'm not 2 Are, are, 're 3 Is, isn't 4 aren't
5 Is, Yes, he is 6 Are, No, we aren't

4 SPEAKING Students work with a partner and take it in turns to ask and answer the four questions. Listen to some examples in open class as feedback.

5 SPEAKING Give students three minutes to work in pairs and think of further questions. Monitor to check students are forming questions correctly and to help with ideas. Praise any original ideas or good use of language. Re-group students to take turns asking each other questions. To make this activity even more communicative, ask students to stand up and circulate, asking other students in the group the questions. As feedback, listen to some examples in open class.

Workbook page 18 and page 122

Student's Book page 24–25

READING

BACKGROUND INFORMATION

Ben Stiller (born New York City, 30 November 1965) is an American actor. His mother and father were both comedians and most of his films are comedies. His most famous films are *There's Something About Mary*, *Meet the Parents*, *Zoolander* and *Night at the Museum*. He also voiced Alex the lion in the *Madagascar* series of animated films.

One Direction are an English/Irish pop band. They were created on the UK TV show *The X Factor* in 2010. A mixture of good looks, catchy tunes and clever marketing through social media endeared them to millions of fans. They have released four albums, all of which have debuted at Number One on the Billboard chart in the US. Their biggest hits include *What Makes You Beautiful* and *Live While We're Young*.

1 1.30 As a warm-up, ask students: *Which actors do you like? Which singers do you listen to?* Ask them if they can tell the rest of the class where the actor/singer comes from and what his/her nationality is.

Tell students they are going to read and listen to a dialogue between two friends who are deciding what to do. Ask them to listen and answer the question. Tell them to focus on the question and not to worry if they don't understand every word. Students compare their answer with a partner before a whole-class check.

Answer

c

2 Look at the photos and ask students to describe what they see. Write their ideas on the board. Explain that picture E is a club for teenagers. Ask students: *Can you name any films starring Ben Stiller / any songs by One Direction / any Formula One drivers? What's your favourite type of ice cream?* Play the audio again and ask students to number the photos in order. Students compare answers with a partner before a whole-class check.

Answers

A 2 B 4 C 3 E 5

3 Look at the example in open class. Read through sentences 1–5. Students read the text again in more detail. Encourage them to underline key information in the text that helped them answer each question. Students check answers with a partner. During whole-class feedback, make sure students answer in full sentences as in the example and ask students to justify their answers by quoting the text they underlined.

Answers

1 It isn't at eight. It's at five.
2 He isn't in the film. Ben Stiller is in the film.
3 It isn't by *The Feeling*. It's by *One Direction*.
4 It's not a T-shirt shop. It's an ice cream shop.
5 Nick isn't a member of the club. Jenny is a member of the club.

Optional extension

This reading text includes a lot of questions, so you might like to take the opportunity to practise intonation when asking questions. Read through the text with students, saying the questions for students to repeat. Give them time to read through the dialogue once or twice before practising it with a partner.

GRAMMAR

Object pronouns

1 Students read through the three exchanges and try to complete them before looking back on page 24 to check. Check answers in open class. Ask students what each of the pronouns refers to (1 – Formula One; 2 – Ben Stiller; 3 – One Direction). Tell students that these words are called object pronouns.

Answers

1 it 2 him 3 them

Give students a minute to work with a partner and complete the table. Check answers.

Table

1 him 2 it 3 them

Language note

The position of object pronouns in English is different from many other languages. Ask students to compare the position of the subject and object pronoun in their own language.

Does their language follow the subject + verb + object pattern?

2 Look at the example with students in open class. Clarify that they should read both sentences before deciding which object pronoun to put in the gap. Students work with a partner to complete the dialogues. Monitor and help with any difficulties. As feedback, nominate pairs to say a dialogue to the rest of the class and ask the rest of the class to check and confirm or reject answers.

Mixed-ability

If students find this difficult, go through each dialogue in open class and elicit which words need to be replaced by an object pronoun.

Answers

1 them 2 her 3 us 4 him 5 it 6 you

Fast finishers

Ask students to look back at the reading text on page 24 to find another example of an object pronoun and decide what it refers to.

Optional extension

Divide the class into pairs. Students take turns to say a noun or person(s). Their partner has to respond as quickly as possible with an object pronoun. For example:

A: a chair

B: it

B: Alejandra

A: her

Workbook page 19 and page 122

VOCABULARY

Positive and negative adjectives

1 If there is an IWB available in the classroom, this activity could be done as a heads-up activity with the whole class. Write the headings *positive* and *negative* on the board. Ask individuals to come to the board and write one of the adjectives under the relevant heading. The rest of the class agree or disagree with the answers.

Answers

Positive: exciting, funny, good, great
Negative: bad, terrible

Fast finishers

Ask students to add further adjectives to the two columns.

2 SPEAKING Read through the instructions and the example in open class. Ask students to read the items b–i and check comprehension. Divide the class into pairs for students to complete the exercise. Encourage students to add more information to develop their answers further. For example: *Ben Stiller is an excellent actor. Night at the Museum is a great film. It's my favourite.* Monitor and help with any questions. Make a note of any repeated errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback.

Mixed-ability

Stronger students can think of an example for each of the items b–i. Weaker students can think of an example for five different items.

Workbook page 21

FUNCTIONS

Expressing likes and dislikes

1 Students read the two sentences and identify which is positive and which is negative. Check answers. Write *I like …* on the board and nominate individuals to complete the sentence. Do the same with *I don't like …* . Use the example sentence to clarify that *don't* is a contraction of *do not* and we use it to make the verb negative.

Answers

1 is bad
2 is good

2 Students work with a partner to complete the exercise. Nominate a volunteer to write their answer on the board. Point out that to form a question, we invert the subject and *do*. Say the sentences for students to repeat and check pronunciation.

Answers

A Do you like The Rolling Stones?
B Do you like Katy Perry?

3 In pairs, students match the answers to the questions in Exercise 2. Check answers. Point out the use of pronouns to avoid repetition of the object in each sentence. With a partner, students can ask and answer the questions in Exercise 2 to practise pronunciation and intonation.

Answers

1 A 2 B

4 SPEAKING Read through the examples and ask individuals to give their own answers to the two questions. Divide the class into pairs for students to ask and answer questions. Monitor to help with any difficulties and to ensure students are speaking in English. If a student repeatedly speaks in their own language, move him/her to work with a different partner. Listen to some examples in open class during feedback.

BACKGROUND INFORMATION

Taylor Swift (born 13 December 1989) is an American singer-songwriter. She initially sang country music, but now sings a mix of country, pop and rock. Her most famous songs are *Shake it Off*, *Blank Space* and *Bad Blood*.

Shakira (born 2 February 1971) is a Colombian singer, dancer and philanthropist. Her biggest hits include *Whenever, Wherever* and *Hips Don't Lie*, which is the best-selling song of the 21st century. She founded the Pies Descalzos (Barefoot) Foundation in 1997, which provides education and food for 4,000 children.

The Rolling Stones are a British rock group formed in London in 1962. Their biggest hits include *Get Off My Cloud*, *Satisfaction* and *Sympathy For The Devil*.

Katy Perry (born 25 October 1984) is an American singer. She became famous with her first hit *I Kissed a Girl* and has continued to have big hits such as *Part of Me* and *Roar*.

Lorde (born 7 November 1996) is a singer-songwriter from New Zealand. She began releasing records at the age of 16. Her debut hit *Royals* was a worldwide smash and made her the youngest solo artist to have a US number one.

Divergent is trilogy of novels by Veronica Roth which are being made into films. The titles are *Divergent*, *Insurgent* and *Allegiant*. The first of the film trilogy was released in 2014 and was a huge success.

Student's Book page 26–27

CULTURE

Masks from around the world

1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Pre-teach any challenging vocabulary, e.g. *First Nations* (Aboriginal people who lived in Canada before colonisation by European explorers). Say: *sweets*, and nominate a student to point to the correct photo on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with answers.

Answers

Photo 1: a lion, tourists, one dancer
Photo 2: a mask from the First Nations people
Photo 3: masks
Photo 4: masks
Photo 5: sweets

2 In pairs, students choose an adjective to describe each mask. Listen to some of their ideas in open class. If students find this activity difficult, they can look back at the adjectives to describe feelings on page 22.

3 1.31 Play the audio while students read and listen to the article. Tell students not to worry if they don't understand every word and that they should just focus on answering the question. Ask students to check their answers with a partner before feedback in open class.

Answers

1 China 2 North America 3 Greece 4 Italy
5 the UK and the USA

4 Students read the article again to answer the questions. Stronger students may like to try to answer the questions before re-reading. Tell students to underline the parts of the article that helped them choose their answers. Students compare answers with a partner before whole-class feedback.

Answers

1 T
2 F – They are 2,000 years old.
3 F – It is a holiday in many countries around the world.
4 T

5 SPEAKING In pairs, students discuss the questions. Listen to some of their answers in open class as feedback.

Mixed-ability

Divide the class into pairs roughly according to level. Allow weaker students some time to think about their answers before discussing them. Monitor, helping with vocabulary as required and encouraging students to use English in their answers. Listen to some of their answers with the whole class.

WRITING

Describing feelings and things

1 As a warm-up, ask students: *How often do you send text messages? How many do you send a day? What do you write about and who do you send them to?*

Look at the photos and ask: *Where do you think the boys are?* but do not correct the answers at this point. Working individually, students quickly read the texts and write the names under the photos. Check answers.

Answers

A Henry B Tom

2 Check/clarify: *the sun isn't out* and *get to the beach.* Ask students to read the texts in more detail and answer the questions. Give them some time to compare their answers with a partner before whole-class feedback. Point out the short simple sentences in the text and the use of adjectives.

Answers

1 in the car
2 yes
3 He's on holiday.
4 at school
5 no
6 He's really hungry. / The school lunch isn't good. / He's cold. / The weather is bad.

3 Nominate individuals to answer the questions. Point out that these are common ways to start texts and general conversations.

Answers

1 (both) Hi
2 Tom: Bye. / Henry: See you soon!

4 Working individually, students think of answers to the three questions. Monitor and help with vocabulary if necessary.

5 If you're short on time, set this exercise for homework. Students use their notes to write a short text message to a friend. In the next lesson, ask students to show their text message to a partner and listen to some examples in open class.

Student's Book page 28–29

CAMBRIDGE ENGLISH: Towards Key

THiNK EXAMS

READING AND WRITING

1 Part 3: Multiple-choice replies

Answers

1 B 2 A 3 C 4 C 5 B

2 Part 2: Multiple-choice sentence completion

Answers

1 C 2 A 3 A 4 A 5 B

TEST YOURSELF UNITS 1 & 2

1 VOCABULARY

Answers

1 hungry 2 Russian 3 hot 4 awful 5 Spanish
6 old 7 thirsty 8 expensive 9 Brazil 10 excited

2 GRAMMAR

Answers

1 Where 2 it 3 her 4 How 5 don't 6 Why

3

Answers

1 I don't like football.
2 How old is your brother?
3 Are they from Italy?
4 It isn't an expensive computer.
5 He's the new boy in the class. I like him.
6 Who is your favourite singer?

4 FUNCTIONAL LANGUAGE

Answers

1 is, from
2 Where, are
3 Do, is
4 don't, like/love

3 ME AND MY FAMILY

Objectives

FUNCTIONS	describing good qualities; talking about family; paying compliments
GRAMMAR	possessive *'s*; possessive adjectives; *this* / *that* / *these* / *those*
VOCABULARY	family members; house and furniture

Student's Book page 30–31

READING

1 This can be done in L1 if necessary. As a warm-up, ask students: *How many people are in your family? Do you have any brothers and sisters? How many do you have?*

If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *brother* and *sister*, and nominate a student to point to the correct photo on the board. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the names of the family members for students to repeat and check pronunciation. Point out the long vowel in *father* and the silent *gh* in daughter.

Answers

2 B 3 C 4 A

2 SPEAKING Read through the instructions and the example. Divide the class into pairs for students to complete the exercise. Give some examples of your own to get them started if necessary. Listen to some of their ideas in open class as feedback.

Optional extension

An alternative way to feed back on this exercise would be to divide the class into small groups. Groups take turns to say the name of a famous person (e.g. Javier Bardem) and the rest of the groups race to be first to name a relation and relationship (e.g. Penélope Cruz – husband and wife). Give groups one point for each correct answer.

3 SPEAKING If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos on page 31. Elicit the names of the people and nominate individuals to say what their relationship is. Alternatively, divide the class into pairs and ask them to discuss the photos. Ask: *Do you know any other members of the British Royal Family?* If there is a royal family in your students' country, ask them to name family members and their relationships.

BACKGROUND INFORMATION

Kate Middleton (Catherine, Duchess of Cambridge) (born 9 January 1982) was born in Berkshire, England. She studied art history at the University of St Andrews in Scotland, where she met Prince William in 2001. They began dating in 2003. After massive media attention and reports of marriage plans, the couple separated in 2007. They soon got back together and were engaged in 2010, finally marrying in April 2011. The couple had their first child, George, in July 2013 and he became third in line to the throne. A second child, Charlotte, was born in May 2015.

Prince William, Duke of Cambridge (born 21 June 1982) is the elder son of Prince Charles and Diana, Princess of Wales. He studied geography at university, then qualified as a helicopter pilot. He now works for the East Anglian Air Ambulance, but donates his wages to charity.

4 1.32 Ask students to read sentences 1–5 and go through the example in open class. Play the audio while students read the text to decide if the sentences are true or false. Tell them to underline key information in the text that helped them to decide whether each sentence is true or false. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined. Ask students to correct any false information.

Answers

1 F – She's got one sister and one brother.
2 F – Her picture is often in the newspapers.
3 T
4 F – Kate's home is 300 years old.
5 F – Kate and William's apartment is really big.

THiNK VALUES

Families

1 Look at the seven words with students in open class. Divide the class into pairs and ask students to discuss the meaning of the words. Allow them to use dictionaries if they do not know a word. Monitor and help with any difficulties. During whole-class feedback, give students examples of situations when the words would be used. Ask: *Which word is negative?* (*strict*). Say the words for students to repeat and check pronunciation. Point out the silent *i* in *friendly* and the *sh* sound of the first *t* in *patient*. When the meaning of the words is clear, students work individually to complete the sentences using their own ideas.

2 SPEAKING Students compare their answers in pairs or small groups. Listen to some of their ideas in open class.

Optional extension

Divide the class into small groups and ask them to describe family members and other people that they know using the adjectives in Exercise 1. Encourage them to use other adjectives if necessary. Monitor to help with any difficulties and to make sure students are using English. Listen to some of their examples in open class.

Student's Book page 32–33

GRAMMAR

Possessive *'s*

1 Read through the examples with students and nominate an individual to complete the rule. Ask: *Why is 's used in the two examples?* (because it refers to the family of Kate / the father of William).

Rule

's

2 Look at the example in open class. Students work with a partner to complete the exercise. Encourage stronger students to think of more than one example for each photo. Check answers. Draw students' attention to the Look! box and clarify that the possessive *'s* is different from when we contract *is* to *'s*.

Answers

1 Patrick's bicycle
2 Mrs White's cat
3 my cousin's school
4 Wendy's house
5 my uncle's car

Fast finishers

Ask student to draw arrows pointing to other objects in the photos (or other photos in the book) and write new sentences using the possessive *'s* (e.g. *Patrick's hat; my cousin's bag*).

Be aware of common errors related to possessive 's, go to Get it right on Student's Book page 123.

Workbook page 28 and page 123

VOCABULARY

Family members

1 1.33 With books open, read through the words with students. Check/clarify: *cousin* (your uncle's/aunt's child) and explain that we use the same word for males and females. Check that students understand the concept of a family tree and clarify any problems, referring to the example. Ask students to complete the exercise with a partner before playing the audio to check their answers.

Answers

1 grandfather
2 father
3 mother
4 uncle
5 aunt
6 brother
7 sister
8 cousin

Audio Script Track 1.33

Boy This is my family. My grandmother's name is Maria, and my grandfather is José. Then there's my father, Pablo, and my mother Susana. I've got a brother and a sister – my sister is Ana and my brother is Antonio. My mother's brother is Jaime – he's my uncle. His wife is Marta, my aunt. They've got a daughter called Sara – she's my cousin.

2 Ask students to look back at the text on page 31 and complete the sentences. To make this exercise more challenging, students could try to complete the exercise from memory before looking back on page 31 to check their answers. Students compare answers before whole-class feedback.

Answers

1 wife
2 son
3 grandfather
4 brother

Fast finishers

Ask students to write sentences about famous people's families using some of the vocabulary in Exercise 1.

3 SPEAKING Working individually, students write sentences about their family. Monitor and check they are using the possessive *'s* correctly and make a note of any repeated errors to refer to during feedback. Divide the class into pairs for students to describe their family to their partner.

Be aware of common spelling errors related to family words, go to Get it right on Student's Book page 123.

Workbook page 31 and page 123

GRAMMAR

Possessive adjectives

1 Read through the instructions and check understanding. Tell students to look back at the article on page 31 and find one word to complete each sentence. Students work with a partner to decide which of the people *a–c* the word refers to. Students then complete the table. Check answers. Read through the table with students. Point out that *its* does not have an apostrophe, and that *your* can be both singular and plural.

Answers

1 His – b
2 Her – c
3 Their – a

Table

1 his
2 her
3 their

2 Ask students to read the gapped dialogue, then ask: *Where is Renata from?* (Brazil) *What sport do Jane's brothers love?* (football). Students complete the gaps individually, then compare answers in pairs. Monitor and help if students have any problems. Check answers and ask students who the possessive adjectives refer to in each case. You could ask groups of three to practise the dialogue together, and ask one or two volunteering groups to perform in front of the class.

Answers

1 your 2 her 3 your 4 our 5 Their 6 his

Fast finishers

Ask students to write sentences using each of the possessive adjectives. Listen to some of their answers in whole-class feedback.

Workbook page 28 and page 123

LISTENING

1 1.34 As a warm-up, ask students to look at the pictures for 30 seconds to try to memorise the number and type of people in each picture, then ask students to close their books. If there is an IWB available, do this on screen with books closed. Ask students to work with a partner and describe the pictures. Students then open their books to check their answers. Play the audio, pausing after each dialogue so students can decide in pairs which picture they think it goes with. Check answers as a class.

Answers

1 C 2 A 3 B

2 1.34 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Drill the pronunciation of the names of the people so students will recognise them when they hear them. Play the recording, pausing after each dialogue to allow time for students to note down their answers. As you check answers, play the audio again, pausing at the relevant parts.

Answers

1 small, happy
2 cousins, sister
3 (about) twelve/12, good

Audio Script Track 1.34

1

Man Tell us about your family, Jordan.
Jordan My family? Well, my family's very small. There's me and my mother and father. And there's my uncle Jack. That's all.
Man Is your uncle nice?
Jordan: Oh yes, I really like him. He's always very happy. He's a great person.

2

Man So, Tania, tell us about your family.
Tania Well, there's my mother and father, and me, and my sister Clare. And I've got cousins, but they're in Australia.
Man Do you like your sister?
Tania Oh yes. Well, sometimes! I mean, she is nice but sometimes she's difficult, too.

3

Man Is your family very big, Manuel?
Manuel Yes, it is. Very big! I've got three brothers and two sisters – and about twelve cousins!
Man OK, that is big.
Manuel Yes, and Monica, my cousin, is also my best friend. She's fantastic. She's very good to me and to all her brothers and sisters – and her friends, too, of course.

THiNK SELF-ESTEEM

Being part of a family

1 Working individually, students complete the 'ME' table. Refer them back to the adjectives from Think Values, on page 31, to help them complete the 'Adjective' column. Monitor and help with other adjectives as required.

2 SPEAKING Divide the class into pairs. Students share their lists and write their partner's information in the 'PARTNER' table. This can be done as a speaking activity, to allow students to practise pronunciation of the adjectives.

3 SPEAKING If your class is small, ask students to describe their own table or their partner's table to the class. With larger classes, re-group students and ask them to describe their lists to the new group. Encourage them to speak in full sentences and ask stronger students to give further information to support their choice of adjectives.

Optional extension

If students are allowed to use technology in the classroom, divide the class into small groups and ask students to show photos of their friends and family to each other. Tell students they should use a possessive adjective or possessive *'s* to describe each of the people and to use an adjective to describe the person. Alternatively, you could ask students to draw their own family tree using the one on page 32 as a model. Encourage them to use colours and drawings and to add adjectives around each family member to describe them.

Student's Book page 34–35

READING

1 1.35 As a warm-up, write the following words on the board and check/clarify understanding:

bedroom photograph desk books curtains magazines bed

Ask students to work with a partner and discuss if they have any of these items in their bedrooms at home, and if so, where each of the items is. For example: *I have a photograph in my bedroom. It's on my desk.*

Students read and listen to the dialogue and answer the questions. Let them check with a partner before whole-class feedback.

Answers

1 in Agata's bedroom
2 Agata's brother

2 Read through the questions in open class. Play the audio again. Students work with a partner to complete the exercise. Tell them not to worry about the gaps at this stage. Ask them to underline the parts of the text that gave them the answers.

Mixed-ability

Stronger students may like to try to answer the questions from memory without reading the dialogue for a second time. Let them read the dialogue quickly to check their ideas before a whole-class check.

Answers

1 Agata and her family
2 sometimes
3 No, they're Agata's.
4 No, they're Brian's.
5 sometimes

3 1.35 Students work with a partner to fill the gaps from memory. They then listen to the audio again and check their answers. Say the words for students to repeat. Compare the short vowel sound in *this* to the long vowel sound in *these*.

Answers

1 That 2 that 3 That 4 this 5 these 6 those

GRAMMAR

this* / *that* / *these* / *those

1 Working with a partner, students match the sentences with the pictures. Before students complete the rule, check/clarify: *near to* and *far from*. Check answers.

Answers

A 3 B 1 C 4 D 2

Rule

1 singular 2 plural 3 near to 4 far from

2 Read through the instructions and the example. Working individually, students complete the exercise before comparing with a partner. Check answers.

Answers

1 these
2 those
3 that

Optional extension

Walk around the class picking up or pointing to items (pens, books, etc.) from students' desks. Ask questions: *Whose pen is this?* Students will need to be careful as the answer must be *That's Juan's pen.* Vary the questions to include questions with *those* and *that* (e.g. pointing to a student's bag: *Whose book is that?*).

Workbook page 29 and page 123

PRONUNCIATION

For pronunciation practice of *this/that/these/those*, go to Student's Book page 120.

VOCABULARY

House and furniture

1 1.38 Ask students to close their books. As a warm-up, pre-teach the words *room* and *furniture*, then ask students: *Do you know the names of any rooms or furniture in English?* Elicit the words they know and write them on the board.

If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the picture and read the words. Nominate individuals to match the words with the pictures. Alternatively, students do the exercise in pairs. Play the audio for students to check answers, pausing after each answer for students to repeat pronunciation.

Answers

1 garage 2 living room 3 kitchen 4 bedroom
5 bathroom 6 hall 7 garden

2 1.39 Students work with a partner to match the words with the photos. Play the audio for students to check answers.

Answers

A 3 B 5 C 7 D 4 E 6 F 2 G 1 H 8

3 This is another example of categorisation as in Train to think, on page 22. Ask students to work with a partner and add the words to the four columns. Check answers.

Answers

Living room: sofa, armchair
Kitchen: fridge, cooker
Bedroom: bed
Bathroom: shower, bath, toilet

Fast finishers

Ask students to think of more items of furniture for each column. Allow them to use dictionaries. As this is a vocabulary recording exercise, make sure students are writing the words down. While they are working, draw the table on the IWB. For feedback, ask individuals to come to the board and add their words to the table.

Optional extension

This activity can be done in small groups or as a whole class. One student begins by saying an item of furniture that he/she has in his/her house. The next student must repeat the first item and add a new item. The game continues in this way until a student can't remember the items in the correct order or can't think of a new item.

S1: In my living room I have a sofa.

S2: In my living room I have a sofa and in my kitchen I have a fridge.

Etc.

4 SPEAKING Look at the plan of the house and ask: *Is this house unusual?* (no, all the furniture is where you would expect it to be). Ask students to draw the floor plan of a house. Stress that it should be unusual and look at the examples to get them started. When students have completed their houses, divide the class into pairs or small groups for students to take turns to describe their houses. Listen to some of their ideas in open class as feedback.

Workbook page 31

WRITING

Your favourite room

1 Read through the questions with students. Divide the class into pairs and ask students to discuss their answers to the questions and make notes on their answers. It is not necessary for students to agree on which is their favourite room.

2 If you're short on time, set this exercise for homework. Using their notes, students write a description of their favourite room. In the next lesson, ask students to work in small groups and compare each other's descriptions.

Student's Book page 36–37

PHOTOSTORY: episode 2

A song for Ruby

1 Ask students to look at the photos and try to remember the names of the children (Ruby, Ellie, Tom and Dan). Read the questions and ask students to guess answers if possible. Write their ideas on the board. If you are using an IWB, project the images onto the board and ask students to close their books.

Answers

Tom's house, embarrassed

2 1.40 Play the audio for students to listen and check their answers from Exercise 1 and to answer the question. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answer

'Ruby'

3 EP2 Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups, with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

1 his poster, his chair, the garden, his sister's room, the table tennis table, his music/CDs, his dad
2 Yes, they think he's really cool.

4 EP2 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

1 d 2 a 3 e 4 c 5 b

PHRASES FOR FLUENCY

1 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

1 Tom 2 Ellie 3 Dad 4 Dad

2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expression rather than a literal translation of the individual words.

3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class for students to repeat together, paying attention to the intonation of sentences and questions.

Answers

2 4 6 1 5 3

Optional extension

Disappearing sentences: You'll need to write out the dialogue on the board or IWB for this activity. Make AB pairs so that half of the class are A and half are B. Students practise the dialogue in their pairs. Cover a small section of the dialogue. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involves lots of repetition and is a fun way for students to memorise useful chunks of language.

4 Ask students to read through and complete the dialogues. Go through the first dialogue with them as an example. During feedback, read the dialogues out loud for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

Answers

1 Really 2 Oh, right 3 Just a minute, Let's go

FUNCTIONS

Paying compliments

1 To introduce compliments, say: *I like your bag/pen/shoes*, etc. to different students. Elicit responses and write any suitable language on the board. Tell students that you are paying compliments. Go through the seven phrases. Students work with a partner to decide which five are compliments. Check answers. Say the compliments for students to repeat and check pronunciation.

Answers

Tick: 1 3 5 6 7

2 Read through the situations with students. Check/clarify: *shirt*, *poster*, *wall*. Students work with a partner to complete the exercise before whole-class feedback.

Answers

Tick: 1 4 6

3 Ask students to read through the dialogues and underline the compliments. In pairs, students order the dialogues. Check answers.

Answers

Dialogue 1: 1 3 4 2
Dialogue 2: 3 1 2 4

4 SPEAKING Students act out the dialogues in Exercise 3. Encourage them to sound enthusiastic when they give compliments. Listen to some examples in open class as feedback.

Mixed-ability

Stronger students may be able to take turns closing their books and saying the dialogues from memory. When they have practised sufficiently, ask them to create dialogues of their own, using the situations in Exercise 2 or others of their own choice.

4 IN THE CITY

Objectives

FUNCTIONS	talking about places in a town/city; giving directions; buying in a shop
GRAMMAR	*there is* / *there are*; *some* / *any*; imperatives
VOCABULARY	places in a town/city; prepositions of place; numbers 100+; prices

Student's Book page 38–39

READING

1 Ask the class, using L1 if necessary: *Have you ever been on holiday to a foreign country?* If so, ask: *Where did you go? What did you see?* Ask students: *What famous places do tourists visit in your country?* Make a list on the board. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say a famous square, and nominate a student to point to the correct photo on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to check and agree or disagree with the answers. Refer back to the list of famous places in their country. Ask: *Is there a famous square/palace/tower/statue?*

Answers

2 A 3 C 4 B

2 SPEAKING Students work with a partner to complete the exercise. Point out the use of *I think …* in the example and encourage them to answer in full sentences.

Answers

A The Eiffel Tower, Paris
B The Statue of Liberty, New York
C The Alhambra Palace, Granada
D The Plaza Garibaldi, Mexico City

3 1.41 Tell students they are going to read and listen to a brochure about a park called *Window of the World*. Play the audio while students listen and answer the question. Tell them not to worry if they don't understand every word, but to focus on listening out for the places in the photos. Ask students to compare answers with a partner before whole-class feedback.

Answer

the Eiffel Tower and the Statue of Liberty

4 Before asking students to read the brochure more carefully and decide if the sentences are true or false, check/clarify: *models*, *train station*, *restaurant*, *take a ride*. Read the questions, and do the first one with students as an example. Students read the text again. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined. Ask students to correct the false sentences.

Answers

1 F – There are models of famous places from around the world.
2 T
3 T
4 F – You have to take a taxi or a bus from the train station to get to the park.
5 T

5 SPEAKING Divide the class into pairs or small groups for students to ask and answer the questions. Draw students' attention to the use of *Would you like …?* to ask about an imaginary situation. Give further examples to clarify if necessary. Write *I would like to see …* on the IWB and ask students to use the phrase in their answers. Listen to some of their ideas in open class as feedback.

Optional extension

If your students have access to the Internet, look at the list of places you can see at *Window of the World*. Divide the class into small groups and assign each group one of the models they can see there. Ask students to research the place (preferably on English language websites) and make sentences to describe it. Write these sentence stems on the board for students to complete:

You can …

There is a …

There are …

Monitor and help with any questions. When students have gathered information, ask the groups to present what they have found to the class.

THiNK VALUES

My town/city

1 Read the two questions with students and check/clarify: *most interesting*, *visitor*. Ask students to work individually and answer the questions.

2 SPEAKING Students write the two lists, then compare their lists with a partner's. To make this more communicative, ask students to rank the places in order of interest within each list. Listen to some of their ideas in open class as feedback. Write two lists on the IWB and try to come to agreement on which places are the most interesting.

3 Working in small groups, students discuss the two questions. Look at the sample sentence and point out the use of *because* to introduce a reason. Encourage students to make similar sentences in their answers.

4 SPEAKING Form new groups to include one member of each of the groups in Exercise 3. Ask students to compare their ideas and try to reach agreement on which places to put in *Window of the World*.

Optional extension

Set up a role play in which Student A is a visitor to your city and Student B is explaining which are the most interesting places to visit. Students discuss which places to visit and why. They could then change pairs and Student B could take the role of visitor with their new partner.

Student's Book page 40–41

VOCABULARY

Places in a town/city

1 1.42 With books closed, elicit names of places in towns that students know in English. If you have access to the Internet, show a map of your local city centre on the IWB. Point to different places on the map and ask: *What is this?* Write the words on the board. Now ask students to open their books and look at the pictures and the list of words. Go through the example in open class. Working in pairs, students complete the exercise. Play the audio for students to check their answers. Say the words for students to repeat and check pronunciation.

Answers

1 train station 2 bank 3 restaurant 4 museum
5 library 6 post office 7 supermarket 8 chemist's

2 This exercise introduces a variety of verbs and the present simple for the first time in the book. Read through the sentences with students and go through the example. Check understanding of the verbs and point out the order of subject + verb + object. Students work in pairs to complete the exercise.

Mixed-ability

Stronger students can cover the pictures and words in Exercise 1 and complete the sentences before looking back to check their answers.

Answers

1 park 2 restaurant 3 post office 4 train station
5 chemist's 6 museum 7 library

Language note

Chemist's has an apostrophe *'s* at the end to refer to the *chemists' shop*. Other shops which follow a similar pattern are *newsagent's* and *butcher's*.

Optional extension

Divide the class into pairs for this memory exercise. Students take turns to say one of the sentence stems in Exercise 2 for their partner to complete. They could follow this with a spelling test, with students taking it in turns to say the name of a place for their partner to spell.

Workbook page 39

GRAMMAR

there is / *there are*

1 Students complete the sentences individually, then check back in the brochure on page 39. They compare answers in pairs before checking as a class. While students are completing the sentences, copy the table with the different forms of *there is* and *there are* onto the board with the gaps. Students work individually to complete the table and compare answers in pairs before checking with the whole class and completing the table on the board. Elicit the rules with check questions: *Which verb form do we use with singular nouns?* (*is*) *Which do we use with plural nouns?* (*are*).

Answers

1 is 2 Are 3 aren't

Table

1 is 2 Is 3 are 4 aren't 5 Are

2 Read through the instructions and the example in open class. Clarify that students should answer according to the symbol at the end of each sentence (+, – or ?). Students work with a partner to complete the sentences. During whole-class feedback, make sure students are reading the full sentence and use this opportunity to check pronunciation and intonation.

Answers

1 There aren't
2 Is there
3 There is
4 There aren't
5 Are there

Be aware of common errors related to *there is/are*, go to Get it right on Student's Book page 123.

some* / *any

3 Students complete the sentences individually before checking back in the brochure on page 39. Let them compare answers with a partner before checking as a class.

Answers

1 any 2 any 3 some

Students complete the rule with a partner before a whole-class check. Point out that we use *some* to refer to an indefinite number and *any* when we don't know the number or when there are none. Give further examples to clarify this use of *some* and *any*, e.g. *There are some books in the cupboard. There aren't any pens on the table.* Ask students to work with a partner and think of one example of each type of sentence of their own.

Rule

1 some 2 any

4 If you're short on time, set this exercise for homework. Students choose the correct option in each sentence. Check answers in open class.

Answers

1 any 2 any 3 some

Fast finishers

Ask students to write the information in sentences 1–3 in other forms, e.g. making a positive sentence (Q 3) into a negative sentence and then a question.

5 SPEAKING Read through the instructions and example with students and give a further example of your own to get them started. Students think of a city and answer their partner's questions using *there is / there are* and *some/any*. Monitor and encourage students to speak fluently by not interrupting unless errors impede communication. Make a note of any repeated errors to refer to during feedback.

Mixed-ability

Give weaker students a few minutes to write down their sentences before pairing up students to complete the activity.

Workbook page 36 and page 123

VOCABULARY

Prepositions of place

1 As a warm-up and to introduce prepositions of place, produce an object of your choice (students of all ages seem to enjoy doing this with a soft toy) and place it on the desk. Ask: *Where's Teddy?* And elicit: *Teddy is on the table.* Put Teddy in different places to elicit other prepositions, e.g. *next to*, *behind*, *in front of*. Don't worry if students do not know some of the prepositions, as they will see them in the exercise.

Now ask students to open their books. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the picture with students. Point to some of the places covered in the Vocabulary section on page 40 and ask individual students to name them (e.g. *What's this? It's the park.*). Look at the prepositions and ask students to work with a partner to complete the sentences. Check answers as a whole class. Ask individuals to come to the front of the class to point to the answers.

Answers

1 behind
2 opposite / in front of
3 next to
4 between
5 opposite / in front of

Fast finishers

Ask students to write sentences about objects in the classroom using prepositions, e.g. *My pen is between my book and my bag.*

Be aware of common errors related to prepositions of place, go to Get it right on Student's Book page 123.

Workbook page 39

LISTENING

1 1.43 As a lead-in, ask students to work with a partner and draw a simple map of the local shopping centre. Nominate a volunteer to draw the map on the board and elicit the position of shops from the rest of the class. Tell students they are going to hear three people asking for directions. Play the audio, pausing after each dialogue for students to mark the places on the map on page 41. Remind them that there are five white labels on the map, but only three places. Students compare answers with a partner before a whole-class check.

Answers

A museum C chemist's E shopping centre

Audio Script Track 1.43

1

Woman	Excuse me?
Man	Yes, can I help you?
Woman	Is there a chemist's near here?
Man	Yes, there's a chemist's in King Street. Go up here, turn left and the chemist's is next to the bank.
Woman	Next to the bank?
Man	That's right. And it's opposite the library.
Woman	That's great. Thank you.
Man	No problem.

2

Man	Excuse me?
Woman	Yes?
Man	Where's the museum?
Woman:	The museum? OK. Walk down this street, and go past the supermarket.
Man	OK.
Woman	The museum is there – on the corner of Green Street.
Man	Is it far from here?
Woman	No, only five minutes.
Man	OK, thank you. Have a nice day!

3

Man	Excuse me – can I get a bus here to the shopping centre?
Woman	Oh, don't take a bus – the shopping centre's only two minutes from here.
Man	Really? OK. But how do I get there?
Woman	Just go along this street and take the second road on the left.
Man	Second on the left. Great.
Woman	That's right. Don't take the first left, that's wrong. Second left, and then it's easy! It's opposite a restaurant.
Man	Well, thanks a lot.
Woman	No problem. Don't mention it.

2 1.43 Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Play the audio again while students check their answers. Students compare answers with a partner before a whole-class check.

Mixed-ability
Ask stronger students to make a note of any phrases used on the audio to give directions. Transfer any examples to the board after whole-class feedback.

Answers
1 next to 2 the corner of 3 opposite

GRAMMAR

Imperatives

1 Read through the instructions and the sentences from the audio. Students work with a partner to complete the sentences. Check answers as a class.

Answers
1 Go 2 Turn 3 Don't

Complete the rule together. Point out that the imperative stays the same whether you are speaking to one person or many people.

Language note
The imperative can sound rude in some circumstances, so we often precede or follow the imperative with *please* or other polite terms.

Rule
don't

2 Ask students which of the imperatives are negative (*Don't open., Don't look.*). Students work individually to match the parts of the sentences then compare answers with a partner before whole-class feedback. During feedback, say the sentences for students to repeat and check pronunciation.

Answers
1 d 2 a 3 f 4 c 5 e

Optional extension
A fun way to practise imperatives is to play Simon Says. Say an imperative for students to follow, preceding it with *Simon Says* (e.g. *Simon Says stand up. Simon Says sit down.*). If you do not precede your imperative with *Simon Says*, students must NOT do the action. If they do, they are out of the game. They are also out if they do the wrong thing (e.g. they lift their left hand when you tell them to lift their right hand). Continue until only one student is left.

Fast finishers
Ask students to write some of the imperatives a teacher uses in class, e.g. *Listen! Speak English.*

Workbook page 37 and page 123

FUNCTIONS

Giving directions

1 SPEAKING Before attempting this activity, remind students of different phrases used for giving directions by eliciting these and making a list on the board. Use hand signals and diagrams to help you elicit the phrases. Read through the instructions and example in open class. Students work with a partner. Student B gives directions to different places on the map. Monitor and check that students are using phrases correctly. Listen to some examples in open class as feedback.

2 SPEAKING Students repeat the exercise with Student A giving directions for Student B. Listen to some examples in open class as feedback.

Student's Book page 42–43

READING

1 1.44 As a warm-up, ask students to work with a partner to imagine they are standing in their local town centre. Students make a list of the English words needed to name the places and shops they can see. Encourage them to use prepositions of place to describe where things are. Listen to some of their answers in open class and make a list of the places on the board. Look at the names of places A–E with students and elicit sentences like those in Vocabulary Exercise 2 on page 40. Ask: *What do you do at a chemist's?* (You buy medicine at a chemist's.) Check/clarify: *return*, *change*, *come back*. Play the audio.

Students listen to the dialogues and complete the exercise. Tell them not to worry about the gaps at this stage. Students check answers with a partner before a whole-class check.

Answers

1 E 2 C 3 A

2 Students work with a partner to complete the dialogues with the words and phrases. They then compare answers with a partner before a whole-class check. During feedback, ask students to repeat phrases and expressions and check their pronunciation. Point out the use of *please* and *thank you* in the first dialogue. Draw attention to the adjectives and the use of *really* in the second dialogue. There is a lot of informal language (*Hi*, *OK*, *Oh*, *right!*, *Wow*, *bye*) in the final dialogue.

Answers

1 How much
2 are they
3 take
4 Can I
5 a nice day

3 SPEAKING Students work in pairs and practise the dialogues. Monitor and help with pronunciation. Encourage students to focus on intonation and to show enthusiasm where appropriate. Listen to some examples from volunteers as feedback.

Mixed-ability

Stronger students can practise the dialogues a couple of times, then take it in turns to close their books and attempt to complete the dialogue without looking at the text.

VOCABULARY

Numbers 100+

1 1.45 Have a quick revision of numbers. Go round the class (quickly!) counting (1, 2, 3 …). Do the same in twos (2, 4, 6 …), and in threes (3, 6, 9 …). Finally, go round counting in tens. This will hopefully elicit numbers over 100. Write an example on the board in both number and word form. Give students a minute to match the numbers and the words. Allow students to compare their answers with a partner before playing the audio to check. Read the Look! box together, then say the numbers for students to repeat and check pronunciation. Point out the weak pronunciation of *and*.

Answers

1 h 2 e 3 c 4 a 5 f 6 b 7 g

2 1.46 Play the audio while students complete the exercise. Pause between each number for students to write the number in figures (e.g. *180*). Students compare answers with a partner before a whole-class check. Ask students to work with a partner and write the numbers in word form (e.g. *one hundred and eighty*). Check answers in open class.

Answers

1 180 / a/one hundred and eighty
2 195 / a/one hundred and ninety-five
3 380 / three hundred and eighty
4 700 / seven hundred
5 750 / seven hundred and fifty
6 1,400 / one thousand four hundred

Optional extension

Ask each student to write five numbers over 100 in word form on a piece of paper. Working with a partner, students exchange papers and have one minute to remember the numbers. They then have one minute to write as many of their partner's numbers as they can in word form. Who can remember the most? If students enjoy the activity, repeat with different partners.

Fast finishers

Ask students to test themselves by writing five numbers between 100 and 1,000 in number form, then writing them in word form.

Workbook page 39

PRONUNCIATION

For pronunciation practice of word stress in numbers, go to Student's Book page 120.

VOCABULARY

Prices

1 1.49 Ask students to close their books. Write the symbols $, £ and € on the board and elicit the names (dollar, pound and euro). Write the names next to the symbols on the board. Ask students to open their books. Read the Look! box together and then ask individual students to say the prices. Play the audio so they can check their answers. During whole-class feedback, say the prices for students to repeat together.

Language note

Prices are said in various ways. For example, for £2.50, the correct usage is *two pounds fifty*. However, it is also common to hear the colloquial forms *two pound fifty* and simply *two fifty*.

2 1.50 Give students a minute to look at the prices. Play the audio while students put the prices in the correct order. Students compare answers with a partner before a whole-class check. During feedback, emphasise the different pronunciation of *fifteen* (with the stress on the second syllable) and *fifty* (with the stress on the first syllable). Remind students that other numbers follow the same pattern (*13/30*, *14/40*, etc.).

Answer

A 3 B 1 C 6 D 5 E 2 F 4

Optional extension

Ask students to work individually and write down five prices, using all three currencies. Students exchange notebooks with a partner and take turns to say the prices. Students can use a watch or stopwatch on a mobile phone to do this activity against the clock and see who can say the five prices the quickest.

3 SPEAKING Divide students into AB pairs. Students turn to page 127 or page 128 and read through the sample questions and answers. Students ask and answer questions about the items. Listen to some examples in open class as feedback.

Workbook page 39

FUNCTIONS

Buying in a shop

1 Ask students to close their books. In open class, ask: *Can you remember where the three dialogues on page 42 took place?* (at a train station; in a shoe shop; in a bookshop) *Can you remember any phrases used in the dialogues?* Write some examples on the board. Now with books open, tell students they are going to read some phrases from a dialogue between a customer (the person who buys something) and an assistant (the person who works in the shop). Ask students to read through the phrases and clarify any problems. Students work with a partner to complete the exercise. Check answers.

Answers

1 A 2 C 3 C 4 A 5 A 6 C

2 Give students a minute or two to read through the dialogue. Students work with a partner to complete the dialogue. With weaker students, clarify that A is the shop assistant and B is the customer.

Answers

B 6 B 3 B 2 A 5 A 4

Mixed-ability

Stronger students can cover the phrases in Exercise 1 and attempt to complete the dialogue from memory.

3 1.51 Play the audio while students check their answers to Exercise 2. Tell students to listen out for the intonation of the questions. Go over the answers in open class, saying the expressions for students to repeat together. Students practise the dialogue in pairs. Monitor and check that students are saying the prices correctly.

Audio Script Track 1.51

Woman	Hi there. Can I help you?
Boy	Hello. Yes, please. Have you got any music magazines?
Woman	Sure. There's this one here, and there's also this one.
Boy	Great. How much are they?
Woman	This one's £3.95, and the other one is £3.50.
Boy	OK – I'll take them.
Woman	Great. That's £7.45, please.
Boy	OK, Here you are. £10.00.
Woman	Thank you. And here's your change – £2.55.
Boy	Thanks. Bye!

TRAIN TO THINK

Exploring numbers

1 As this is a mathematical problem, students may naturally start using their own language to solve it. Encourage them to speak in English in order to practise numbers and prices. To help students discuss this problem in English, write two simple sums on the board, e.g.:

£1.20 + £1.50 = £2.70. Elicit or explain that we say *one twenty and one fifty is two seventy*. Write another sum to show *minus*, e.g. *two seventy minus one fifty is one twenty* (£2.70 – £1.50 = £1.20), drawing attention to the underlined words.

Check/clarify: *spend*. Ask students to read the paragraph and answer the question. Ask: *Who can do it first? Can anyone do it without using a pen and paper?* Students compare their answers with a partner before a whole-class check.

Answers

Susan: £7.00
Ian: £6.00
George: £2.00

2 Students compete against the rest of the class to complete the sum. When they have an answer, they must explain how they found it to the class.

Answers

Susan gives George £2
Ian gives George £1

Optional extension

Divide the class into groups of three. Students take it in turns to give each other sums using prices. The other two students have to race to be first to get the correct answer, for which they get one point. This can also be played as a whole-class competition, with you giving the sums and students competing to be first to get the answer.

Student's Book page 44–45

CULTURE

Parks around the world

1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the photos at the top of the page, or if not using an IWB, ask students to cover the text at the bottom of the page. Say: *a dragon*, and nominate a student to point to the correct picture on the IWB. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers.

Answers

Photo 1: a lake
Photo 2: a dragon
Photo 3: feed
Photo 4: mountains, sea
Photo 6: cherry trees

Optional extension

For additional vocabulary practice, give students two minutes to look in their dictionaries and find words to describe other things in the photos. Divide the class into small groups and ask them to take it in turns to say a word (e.g. *steps*). The other groups have to be first to say which photo the thing appears in (Photo 2).

2 1.52 Before students attempt this exercise, brainstorm the names of countries and write any answers on the board. Try to elicit some of the country names in the text on page 44, if possible. Play the audio while students read and match the photos with the texts. Check answers.

Answers

A 5 B 4 C 2 D 6 E 3

3 Give students a minute or two to read through the sentences and circle the key information that they need to look out for (e.g. *museums* in sentence 1). Go through the example in open class. Students complete the activity. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

1 F 2 A 3 B 4 E 5 A

WRITING

A brochure for your town / city

1 Read through the question and check/clarify: *view* and *countryside*. Students read the brochure and find the four things mentioned. They compare answers with a partner, pointing out their answers in the brochure.

Suggested answers

shops
cafés
restaurants
fantastic countryside views
footballers' houses
train service to Manchester

2 Students work together to find adjectives in the brochure. Remind students that adjectives go before a noun. Check answers in open class. Ask students to work with a partner and think about things in their own town that could be described with the adjectives. Listen to some of their ideas and praise good usage of the adjectives.

Answers

small
pretty
great
lovely
fantastic
excellent
brilliant
famous

3 Read through the instructions in open class. Give students time to plan and draft notes about their own town or city. This can be done individually or as a collaborative activity. Suggest that they can use Paul's brochure as a model.

4 The writing task can be set as homework or completed in class. When students have completed their brochures, display them on the walls of the classroom so students can read each other's work. Have a show of hands to vote on the best brochure.

Student's Book page 46–47

CAMBRIDGE ENGLISH: Towards Key

THiNK EXAMS

READING AND WRITING

1 Part 6: Word completion

Answers

1 museum
2 bank
3 park
4 supermarket
5 restaurant

2 Part 1: Matching

Answers

1 D 2 C 3 A 4 F 5 B

TEST YOURSELF UNITS 3 & 4

1 VOCABULARY

Answers

1 sofa 2 kitchen 3 cooker 4 on the corner of
5 bathroom 6 wife 7 garage 8 library
9 opposite 10 grandfather

2 GRAMMAR

Answers

1 there 2 that 3 those 4 any 5 some 6 my

3

Answers

1 There <u>is</u> a really big supermarket in town.
2 Do you like <u>my</u> new phone?
3 I don't like <u>these</u> shoes.
4 <u>Don't</u> open the window – it's cold in here!
5 That's <u>Jack's bike</u>.
6 Come and play at <u>our</u> house.

4 FUNCTIONAL LANGUAGE

Answers

1 help, How much, take
2 Where, next, turn, opposite

5 IN MY FREE TIME

Objectives

FUNCTIONS	talking about habits and activities; talking about technology habits; encouraging someone
GRAMMAR	present simple; adverbs of frequency; present simple (negative and questions)
VOCABULARY	free-time activities; gadgets

Student's Book page 48–49

READING

BACKGROUND INFORMATION

Glee was an American TV programme that aired between 2009 and 2015. It focused on the ups and downs of a high school choir. Each show included (often quite dramatic) choir performances of popular songs and the programme became very successful around the world. *Glee* albums became major sellers and there were also live concert tours. The most popular *Glee* song was a cover of Journey's 'Don't Stop Believin'.

1 Books closed. As a warm-up, write these words on the board: *sport*, *music*, *TV programme*, *song*.

Divide the class into pairs or small groups. Give students a five-minute time limit and tell them to think of as many examples of each of the four things as possible. Tell them that they need to think of different sports, different types of music and names of TV programmes and songs in English. As feedback, have a class brainstorm and make a list for each item.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Read through activities 1–4 and ask students to underline the verb phrases. Check answers and comprehension. Say: *Listen to music.*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers. Say each of the names of the activities for students to repeat and check pronunciation.

Answers

1 B 2 C 3 D 4 A

2 If you have access to the Internet, a good lead-in to this activity is to show students a *Glee* video. Do an online search for '*Glee* video' and choose one that is suitable for your students. After watching, ask: *Would you like to sing in a Glee club?*

Tell students they are going to read a school newsletter. Emphasise that they should read it quickly and not worry about understanding every word. Students read the article and circle the activities mentioned. Give them a time limit of two minutes to encourage them to concentrate on completing the exercise. Students compare answers with a partner before a whole-class check.

Answer

sing

3 1.53 Read through the instructions and sentences in open class. Before reading, ask students to underline the key words in the sentences. Students read and listen to the newsletter to find out if the statements are true or false. As they read, students should underline the parts of the newsletter that helped them choose their answer. Students compare answers with a partner before whole-class feedback. During feedback, ask students to correct the false statements and refer to the parts of the text that helped them find the answer.

Answers

1 F – They sometimes sing old songs from the 1960s and 1970s.
2 F – The Glee club gives three concerts a year.
3 T
4 F – The Glee club is for all ages.
5 T

Optional extension

This text could be used for students to practice referencing (the use of pronouns to refer to nouns in the text). If you have access to an IWB, show the text on the board and circle the following words:

1 *it* in line 1
2 *She* in line 4
3 *us* in line 5
4 *we* in line 10
5 *It* in line 15

In pairs, students work with a partner to decide which words the pronouns refer to. Ask volunteers to come to the board and draw an arrow joining the pronouns to the word they refer to. If you do not have access to an IWB, point to the words in the book. Check answers in open class.

THiNK VALUES

Better together or better alone?

1 Read through the instructions in open class. Check/clarify: *better*, *together*, *alone*, *on your own* (you could look at the photos on page 27 as an example of *on your own* and the photos on page 30 as an example of *together*). Ask students to work individually and complete the exercise. Encourage them to think of reasons for their choices. Monitor and help with any difficulties.

2 SPEAKING Divide the class into pairs or small groups. Students compare their answers to Exercise 1. Quickly listen to some of their ideas in open class as feedback.

Optional extension

Ask students to work with a partner and think of:

- three more things that they like doing on their own
- three more things they like doing with friends
- three things they do on their own but would prefer to do with friends, e.g. do homework, clear the table after dinner, etc.

Tell students that they cannot use the examples from the book. Ask them to describe why they chose each item. Monitor and help with vocabulary. Listen to some examples in open class as feedback.

Student's Book page 50–51

GRAMMAR

Present simple

1 Students complete the sentences from the newsletter with the correct form of the verbs. Ask: *Do the sentences refer to one action or repeated actions?* (repeated actions).

Mixed-ability

Stronger classes: Ask students to try to fill the gaps from memory without looking back at the newsletter.

Weaker classes: Students refer to the newsletter to complete the exercise.

Answers

1 make 2 plays 3 meet 4 cheer

Divide the class into pairs and ask students to complete the rule. Check answers in open class. Remind students that the third person singular is the only form that changes in the present simple.

Rule

1 she 2 it

2 As the focus of this exercise is on spelling rules for the present simple third person, ask students to focus initially on spelling and not to worry about meaning. Students work in pairs to complete the exercise, using the rule as a guide. It is good practice for students to write the full form in their notebooks preceded by *he/she/it* (e.g. *He carries …*) and to divide the verbs into three groups (*-s*, *-ies*, *-es*) rather than simply changing the base form in the book. Check answers in open class. During feedback, elicit/explain the meaning of the verbs, giving example sentences as necessary.

Answers

-s:
chooses, gets, helps, loves

-es:
finishes, goes, misses, teaches, watches

-ies:
carries, flies, studies

Fast finishers

Ask students to write example sentences using some of the verbs in the third person present simple. Listen to some of their examples in open class during feedback.

Be aware of common errors related to agreement in the present simple, go to Get it right on Student's Book page 124.

PRONUNCIATION

For pronunciation practice of present simple verbs in the third person, go to Student's Book page 120.

Adverbs of frequency

3 Students look at the newsletter to complete the first part of the exercise. Allow them to check answers with a partner before a whole-class check.

Mixed-ability

Stronger students can attempt to complete the exercise from memory before checking in the newsletter.

Weaker students can find the answers in the newsletter. If students need clarification of the meaning of the adverbs, give examples of your own to explain (e.g. *I drink coffee every morning.*; *I always drink coffee in the morning.*).

Answers

1 often 2 sometimes 3 always

Copy the percentage scale from the rule onto the board. Check/clarify: *before*, *after*. Ask students to work with a partner to decide where to place the adverbs on the scale and to complete the sentences. Check answers, using sentences 0–3 to clarify meaning.

Rule

1 never 2 sometimes 3 often 4 after 5 before

Workbook page 46 and page 124

VOCABULARY

Free-time activities

1 1.56 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Read through the activities one by one with the class. Clarify the meaning of *chat* (point out that this can refer to speaking or communicating on social media) and *hang out*. Nominate individuals to match the activities with the photos. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Play the audio and check answers. During feedback, say the activities and ask students to repeat them altogether and check pronunciation.

Mixed-ability

Stronger classes: If you are using an IWB, before you complete the activity, zoom in on the photos and hide the words. Ask students to work with a partner to describe the photos. When the majority of the students have finished, zoom out to show the names of the activities 1–6. Ask students to compare their ideas with the activities in the book, and to then match the activities to the photos.

Answers

1 F 2 B 3 E 4 D 5 C 6 A

2 Read through the example in open class. Refer back to the Adverbs of frequency rule and clarify the position of subject, adverb of frequency and verb. Students complete the exercise in pairs before whole-class feedback.

Answers

1 We often hang out with friends in the park.
2 I'm never sad when I dance.
3 She sometimes goes shopping with her mum.
4 He always does his homework after school.

3 As an introduction to this activity, you might like to give some examples about your own free time (e.g. *I often go shopping with my friends.*). Working individually, students complete the sentences. Monitor and check students are using adverbs correctly.

Fast finishers

Students can write more true sentences about themselves. Encourage them to use different verbs and adverbs of frequency.

4 SPEAKING Divide the class into pairs for students to compare their answers. Ask students to stand up and mingle to compare answers with other students and try to find a student with the same answers. Listen to some of their answers in open class as feedback.

Optional extension

Write the following words randomly on the board:

we play school he computer games never
the supermarket do her homework with in on
at after hang out dance sometimes always
table she friends brother I you his my often

Ask students to work with a partner. Give them five minutes to write as many different sentences as they can using some of the words. Tell them each sentence must include a subject, an adverb of frequency and a verb. They are allowed to use words more than once and they should use the correct form of the verb, e.g. *dances* with *he*/*she*. When time is up, group pairs into groups of four to check each others' answers. Pairs score one point for each correct sentence. As feedback, find out which group had the most sentences and listen to them in open class.

Workbook page 49

LISTENING

1 1.57 Ask students to work individually and make a list of all the technology in their house (they should include technology owned by all family members). Students compare lists in small groups. Ask: *Who has a computer/tablet/smartphone/etc.?* and have a quick show of hands to find out what technology students' families have.

Tell students they are going to listen to four people talking about technology. Read through the instructions and check understanding. Make sure students know the names of the four pieces of technology. Play the audio while students complete the exercise. Tell them that they do not need to understand every word and that they should focus mainly on answering the questions in the exercise.

Allow them to compare answers with a partner before whole-class feedback.

Answers

B Julia C Harry D Shona

Audio Script Track 1.57

Tim

I always use my tablet to help me with my homework. There are lots of great websites to find out information. I like the Discovery kids site. The BBC has a good one for teenagers too. The best thing is it's free so it doesn't cost anything.

Shona

We've got a big TV in our living room but we never watch it together in our house. My brother and I use it to play games on a lot. We watch TV on the computer. We just choose what we want to watch and when we want to watch it. It's so easy.

Julia

I use my laptop mainly for computer games. My favourite is *Minecraft*. In *Minecraft* you build things – houses, bridges, shops – anything you want. I sometimes play online with my friends and we build things together. It's really cool. The only problem is when Mum calls me for dinner. I don't want to stop.

Harry

I sometimes make calls on my phone but most of the time I use it to text my friends because it doesn't cost a lot of money. I also use my phone to play games on when I'm bored. It's great when you've got a long car journey.

2 1.57 Play the audio again while students listen and complete the exercise. Check answers in open class.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to complete the activity from memory before listening to the audio again to check their answers.

Weaker classes: Read through the questions in open class and check understanding. Refer back to the rule on page 50 to clarify the meaning of the adverbs of frequency if necessary. Repeat the audio while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio again, pausing to clarify answers.

Answers

1 ~~sometimes~~ always
2 ~~doesn't often~~ never
3 ~~never~~ sometimes
4 ~~never~~ always

3 SPEAKING In pairs or small groups, students discuss technology. Point out that they should use adverbs of frequency and talk about things they never do as well as things they often do. Monitor to encourage students to give detailed answers if possible but avoid interrupting to correct errors as the focus of this task is on fluency, not on practice of structures or lexis. During feedback, listen to some examples in open class and find out which uses of technology are most popular.

GRAMMAR

Present simple (negative)

1 Ask students to work with a partner to match the parts of the sentences. Check answers in open class.

Answers

1 b 2 a 3 c

Read through the rule and complete it together in open class. Draw students' attention to the negative forms in Exercise 1. Give further examples of your own if necessary.

Rule

1 before 2 don't 3 doesn't

2 Read through the sentences with students. Check/clarify: *helps*, and point out the use of the object pronoun *me* in sentence 2. Students work individually to complete the exercise before comparing answers with a partner. Check answers in open class.

Answers

1 The lesson doesn't finish at two o'clock.
2 My brother doesn't help me with my homework.
3 We don't go swimming on Sundays.
4 They don't watch a lot of TV.
5 My aunt doesn't live in Quito.

Fast finishers

Students can find other examples of the present simple in this unit and make the sentences negative.

3 If you're short on time, set this exercise for homework. Students read through items 1–5. Go through the first sentence as an example in open class. Students complete the exercise and compare answers with a partner before whole-class feedback.

Answers

1 play, don't play
2 doesn't do, does
3 go, don't like
4 doesn't hang out, goes
5 listen, doesn't like

Be aware of common errors related to agreement in the present simple negative, go to Get it right on Student's Book page 124.

Workbook page 47 and page 124

THINK SELF-ESTEEM

What makes me happy?

1 Read through the instructions and check understanding. Working individually, students complete the exercise. Make sure they understand they are to complete the 'Me' column. Give them a few minutes to make notes on the reasons for their choices.

2 SPEAKING Divide the class into pairs and ask students to complete the 'My partner' column with their partner's answers. Monitor and answer any questions about vocabulary but, as this is a fluency practice activity, do not interrupt the conversations unless inaccuracy hinders comprehension. Listen to some of their ideas in open class as feedback. In larger classes, separate students into small groups to tell each other about themselves and their partners.

Optional extension

Ask students to think of two more things that make them happy. Write the following questions on the board and ask students to work individually and make notes on their answers for each of the two things they have chosen:

What makes you happy?
When do you do it?
Where do you do it?
Who do you do it with?
Why does it make you happy?

Monitor and input vocabulary as required. When the majority of students have finished, divide the class into small groups for students to discuss their answers, asking each other the questions on the board.

Student's Book page 52–53

READING

1 As a lead-in to the activity, draw a horizontal line on the board with a happy face on the right and a sad face on the left. Say: *television*, and ask volunteers to come to the board and draw an 'X' on the line to show how watching television makes them feel.

Look at the picture with students. Ask: *How does the boy feel? Why?* Tell students they are going to do a quiz. Look at the title of the quiz and check/clarify: *meal times*, *too much*, *control your life*, *be careful*, *turn it off*. Give students a minute or so to read through the questions and choose their answers.

2 SPEAKING Students ask and answer the questions with a partner. Tell them they have to ask and answer in full sentences (rather than simply saying *a* or *never*) in order to maximise speaking practice.

3 Students work out their scores and compare with a partner. Ask: *Are you surprised by your score?* Have a quick show of hands to find out in which category most students were.

GRAMMAR

Present simple (questions)

1 Students work individually and order the words to make questions.

Mixed-ability

Stronger classes: Students can complete the sentences without looking back at the quiz.

Weaker classes: Students look back at the quiz to complete the questions. Point out the position of the verb and subject in the question form and compare this to the positive and negative forms of the present simple, e.g. *TV controls your life. TV doesn't control your life.*

Answers

1 Does TV control your life?
2 Do you watch TV in bed?

Ask students to work together with a partner to complete the rule. Check answers in open class, referring to the questions in the quiz to clarify and giving further examples as required.

Rule

1 before 2 Do 3 Does

Language note

Students may be confused by the use of the auxiliary *do* in the present simple. Tell students that *do/does* cannot be translated into most other languages – *do/does* are used to signify that we are talking about the present and show which form is being used (negative or question).

2 If you're short on time, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *do*. Check answers.

Answers

1 Does 2 Do 3 Do 4 Does 5 Do

3 Students work in pairs to write questions. Tell them they should first find the subject of each question before deciding whether to use *do* or *does*. They should then make sure *do/does* and the subject are inverted. Monitor to help with any queries and to make sure students are forming sentences correctly. Check answers in open class. During feedback, say the questions for students to repeat and check intonation. Point out that *do/does* is not stressed in questions.

Answers

1 Does your best friend play tennis?
2 Do your mum and dad ask for help with housework?
3 Do you like dogs?
4 Does your mum take you shopping?
5 Do your friends listen to music every day?

Fast finishers

Ask students to write more present simple questions making sure to use both *do* and *does* and different subjects and verbs.

4 SPEAKING Students work in pairs or small groups. Encourage them to add detail to their answers, rather than simply offering a *Yes/No* answer. Monitor to check students are using language correctly and to make a note of any repeated errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. During feedback, ask students to share any interesting information they discovered about their partner.

Workbook page 47 and page 124

VOCABULARY

Gadgets

1 1.58 Look at the pictures of gadgets. In open class, nominate individual students to match the words with the gadgets. Play the audio and get students to listen and repeat. Check for pronunciation.

Mixed-ability

Stronger classes: Ask students to cover the list of gadgets and work with a partner to attempt to name them. Listen to some of their ideas in open class before students uncover the list and match the items with the pictures. Which pair guessed most correctly?

Answers

1 E 2 D 3 G 4 H 5 C 6 F 7 A 8 B

2 SPEAKING If you're short on time, you could leave out this exercise. Students work with a partner and discuss which of the gadgets they use every day. Listen to some of their answers in open class. Encourage them to compare their answers with their partner's answers. Ask: *Do you use the same gadgets as your partner?*

3 SPEAKING Students work individually to make sentences, then compare their sentences in pairs or small groups. During feedback, listen to some of their sentences and encourage students to give opinions in open class. Ask students: *Which gadgets do you use most? Which gadgets don't you use?*

Mixed-ability

Stronger classes: Students can make sentences spontaneously and discuss their ideas without writing sentences.

Weaker classes: Give students three minutes to write down some ideas before discussing with a partner.

Fast finishers

Ask students to add a reason to their sentences (e.g. *I don't use my smartphone to listen to music because I don't have any headphones*). Listen to some of their examples in open class during feedback.

Workbook page 49

WRITING

Days in your life

1 1.59 Check students know the five vowels in English (a, e, i, o, u) and write them on the board. Ask students to work individually to complete the days of the week, then compare answers with a partner. Play the audio for students to check their answers. Remind students that days of the week have a capital letter. Play the audio again, pausing for students to repeat. Check pronunciation. Point out the /ʌ/ sound of the *o* in *Monday*, the /tʃ/ sound at the beginning of *Tuesday* and that the first *d* is silent in *Wednesday*.

Answers

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

2 Students choose three days of the week and make notes of what they do or don't do on each day. Monitor and help with vocabulary. They can compare answers with a partner.

3 If you're short on time, set this exercise for homework. Ask students to write about three days of their week. They can use the notes they made in Exercise 2. Encourage them to write sentences, as in the example. In the next lesson, divide the class into small groups and ask students to read about each other's days. Encourage students to ask each other questions to get more information. Listen to some of their information in open class.

Student's Book page 54–55

PHOTOSTORY: episode 3

The school play

1 Ask students: *Can you remember what happened in previous episodes of the photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

Answers

Ruby and Dan
not very happy

2 1.60 Play the audio for students to listen and check their answers from Exercise 1 and answer the question. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

be in the play / take Anna's part

3 EP3 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answer

No, she doesn't.

4 EP3 Read through the sentences with the whole class. Divide the class into pairs and ask students to complete the exercise. Monitor and help with any difficulties. Play the video again, pausing as required for clarification. Check answers with the whole class.

Answers

1 It's three days until the performance
2 In the play, Ruby wants to speak to the king.
3 Dan has some good news for Ruby.
4 Anna Williams is better.
5 Anna wants to be in the play.

PHRASES FOR FLUENCY

1 Ask students to locate expressions 1–4 in the Photostory on page 54 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

Answers

1 Ruby 2 Ellie 3 Ruby 4 Tom

2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expression rather than a literal translation of the individual words.

3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

Answers

5 3 7 1 4 2 6

4 Ask students to read through and complete the dialogues. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the conversations.

Answers

1 What's wrong?
2 come on,
3 No way!

FUNCTIONS

Encouraging someone

1 To introduce the topic, tell students that you are going to take your driving test tomorrow and that you are worried that you will not pass. Elicit responses and write any suitable expressions of encouragement on the board.

Read through the instructions and the words in the bubbles. Students complete the exercise with a partner. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

Answers

1 You are great.
2 You can do it.
3 Don't worry.
4 I'm here to help you.

2 Look at the pictures in open class and elicit descriptions. In pairs, students create dialogues. Monitor and help with any problems.

Mixed-ability

Stronger students can write two dialogues.

Weaker students can write one dialogue.

3 SPEAKING Students practise their dialogues. When they have practised several times, ask them to act out the dialogues without looking at their notes. Listen to some of the dialogues in front of the whole class.

6 FRIENDS

Objectives

FUNCTIONS	helping a friend; describing people
GRAMMAR	*have / has got* (positive, negative and questions); countable and uncountable nouns
VOCABULARY	parts of the body; describing people

Student's Book page 56–57

READING

1 As a warm-up, play a game of vocabulary tennis. Split the class into two groups. Ask groups to take it in turns to say the name of a colour. When one of the groups cannot think of an example the other team wins a point. Play the game again with adjectives, verbs and other word groups of your choice.

If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Focus on the photos. Say: *a woman with a child*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the things in the list for students to repeat and check pronunciation. Ask: *Can you see a student in the class with short black hair / a shaved head / green eyes / long curly hair?*

Answers

2 D 3 B 4 C 5 A 6 E

2 SPEAKING Read through the instructions and check understanding of the sentences. In open class, brainstorm words to complete each sentence and write them on the board. Students complete the sentences individually, then share their answers with a partner. Listen to some example sentences in open class as feedback.

3 1.61 Tell students they are going to read and listen to an article about a girl called Delaney. Play the audio while students read the text to find the answer to the question. Tell them it is not important to understand every word. Students compare their answer with a partner before checking in open class.

Answer

Delaney has cancer.

4 Read through the sentences with students and check/clarify: *in hospital, a lot, difficult, strong.* Ask stronger students to answer any of the questions they can from memory before they read again. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text in more detail to match the parts of the sentences. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before whole-class feedback. During feedback, ask individuals to refer to the parts of the text that support their answers.

Answers

1 a 2 f 3 c 4 b 5 d

Optional extension

Have a reading race. Divide the class into pairs and tell students to find as many different verbs in the text as possible in two minutes (not including *to be* / *to have* / *have got*). When time is up, students count up how many verbs they have found. Ask the pair with most verbs to read them out and make a list on the board. Ask other pairs to add to the list if possible.
There are sixteen verbs:
loves, *feels*, *take*, *check*, *say*, *smiles*, *like*, *looks*, *talks*, *wants*, *shaves*, *sees*, *go*, *understand*, *tell*, *think*

THiNK VALUES

Helping a friend

1 SPEAKING Read through the instructions and the different methods of helping a friend. Perhaps using mime, check/clarify: *lend* (mime a situation where you borrow from a student / the student lends something to you), *give a hug*. Working in pairs or small groups, students discuss how they would help a friend in the different situations. Listen to some of their ideas in open class as feedback and praise any original ideas.

Optional extension

Ask students to work in small groups and imagine that one of their friends is very ill. Students work together to think of different ways they could help their friend. This could include doing simple favours, or could be charity events, like in the reading text. Monitor and help with vocabulary and ideas. Listen to some examples from each group in open class.

Student's Book page 58–59

GRAMMAR

have / *has got* (positive and negative)

1 Look at the sentences from the article. Ask students to look back at the article and check which the correct form is. Check answers.

Answers

1 's got
2 hasn't got
3 have got

Students work with a partner to complete the rule and the table. Point out the contraction of *have* to *'ve* and *has* to *'s*. To check students have understood the form, ask them to cover the table and do a quick substitution drill, for example:

Teacher: I (nods head) a car.
Students: I've got a car.
Teacher: We (shakes head) brown hair.
Students: We haven't got brown hair.

Rule

1 got

Table

1 haven't 2 has

Language note

Explain to students that in short answers with *has*/*have got*, the *got* is dropped and only the *have*/*has* is used, e.g. *Have you got a sister? Yes, I have.*; *Has he got a sister? Yes, he has.*

2 Read through the sentences with students and check understanding. Go through the example. Students complete the exercise individually, then compare answers with a partner. During whole-class feedback, check students are pronouncing the forms of *have got* correctly.

Mixed-ability

To make this exercise easier for weaker classes, write the answers on the IWB in random order for students to choose from. To make it easier still, give students two options for each gap to choose from.

Answers

1 hasn't got / has not got, 's got / has got
2 haven't got / have not got
3 've got / have got
4 haven't got / have not got
5 's got / has got, 's got / has got

Fast finishers

Ask students to write true positive and negative sentences about themselves and members of their family using *have*/*has got*.

Be aware of common errors related to the use of *have*/*has got*, go to Get it right on Student's Book page 124.

Workbook page 54 and page 124

VOCABULARY

Parts of the body

1 1.62 As a warm-up, have a class brainstorm of parts of the body. Ask students to refer back to pages 56 and 57 to find some examples.

Students read through the words in the list, then work with a partner to label the picture. Play the audio for students to check their answers, pausing after each word for students to repeat and practise pronunciation. Point out the short vowel sound in *foot* and the diphthongs in *ear* and *mouth*.

Answers

1 face
2 nose
3 mouth
4 body
5 foot
6 ear
7 eye
8 arm
9 hand
10 leg

Fast finishers

Ask students to find pictures of people in previous units and label the parts of the body in these pictures, if possible without looking at the words on page 58.

2 SPEAKING Divide the class into pairs. Give students thirty seconds to memorise the labels. Students work in pairs to test each other on parts of the body. As feedback, do some examples with individuals in open class.

Workbook page 57

LISTENING

1 As a warm-up, ask students: *What presents do you give your friends?* Listen to some examples in open class.

Read through the sentences in open class and check/clarify: *present*, *friendship*, *band*. Use the photo to show students a friendship band. Students discuss the questions with a partner. Listen to some of their ideas and have a show of hands to see who agrees with the sentences.

2 Ask students to look at the photo and read the text. Students answer the question individually, then compare answers with a partner. Check answers in open class.

Answers

Famous people have got them.
They are fun and look cool.
They help us to think of our friends.

3 1.63 Tell students they are going to listen to a girl talking about her hobbies. Play the audio while students complete the exercise. Tell them they do not need to understand every word and that they should focus mainly on answering the question in the exercise. Allow them to compare answers with a partner before whole-class feedback.

Answer

listening to music, swimming, making friendship bands

Audio Script Track 1.63

Interviewer	Hi, Ella.
Girl	Hello.
Interviewer	Can I ask you a question?
Girl	OK.
Interviewer	Have you got a hobby?
Girl	Yes, I have. I've got three actually. I listen to music a lot. I go swimming. And I make friendship bands.
Interviewer	Wow, you make them?
Girl	Yes, I do.
Interviewer	How many friendship bands have you got?
Girl	Not a lot. Only five or six. I always give them away. I give them to my friends.
Interviewer	OK. Have you got lots of friends?
Girl	Erm. I've got two or three very good friends. And I'm friends with most of the girls and boys in my class, so about 25 altogether.
Interviewer	How much time do you spend on your hobby?
Girl	On making friendship bands? Hmm. I don't know. An hour a day maybe.
Interviewer	And how much money do you spend on it?
Girl	Not a lot. I use rubber bands. And they aren't expensive.
Interviewer	How many colours do you use for your bands?
Girl	Sometimes I use only one or two colours. And I sometimes use seven or eight. Have a look at this one. It's got eight different colours.
Interviewer	Wow. It's beautiful. Congratulations!
Girl	Thank you.

4 1.63 Read through the questions in open class and check/clarify: *total*, *spends*, *rubber bands*. Repeat the audio while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio again, pausing to clarify answers.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Check answers in open class.

Answers

1 very good friends
2 25/twenty-five
3 an hour
4 expensive
5 colours

GRAMMAR

have / *has got* (questions)

1 Books closed. As a lead-in, review the positive and negative forms of *have/has got* and write them on the board (as in the table on page 58).

Books open. Look at the three sentences with students and ask them: *What is different about the verb?* (the subject and *have* are inverted). Students work with a partner and complete the exercise. Check answers.

Answers

1 c 2 a 3 b

Complete the table with students. Remind them that we do not use *got* with short answers.

Table

1 Has 2 has 3 hasn't

2 Give students three minutes to think of answers to the questions. Students work individually. Monitor to help with any difficulties.

Mixed-ability

Stronger students should think of more details to expand their answers.

Weaker students can write their answers in preparation for the next exercise.

Fast finishers

Ask students to write more *Have you got …?* questions in preparation for the next exercise.

3 SPEAKING Before students share their answers, read questions 1–6 out loud for students to repeat and practise pronunciation. Students stand up and move around the classroom asking questions to different students and looking for a person to answer *Yes* to each question. Encourage students to expand on their answers where possible. Monitor to make sure students are using the correct intonation and answering with the correct short answer. In order to promote fluency, do not interrupt unless errors impede communication. Make a note of any repeated errors and write them on the board during feedback for students to correct.

Mixed-ability

Stronger students and fast finishers in Exercise 2 can ask further *Have you got …?* questions.

Countable and uncountable nouns

4 Look at the words in the list with students and go through the examples in each column. Ask students to work with a partner and discuss where to place the remaining items. Elicit answers from individuals and ask the rest of the class to agree or disagree with their answers. During feedback, complete the three columns on the board to clarify answers.

Answers

Countable (singular):
an apple
a colour
a hobby

Countable (plural):
some chairs
some pens

Uncountable:
some money
some fun
some work

When the table is complete, students complete the rule in pairs. Check answers in open class and elicit more examples from students to check they have understood the rule.

Rule

1 an 2 some

Language note

Explain to students that uncountable nouns have no plural form.

Be aware of common errors related to countable and uncountable nouns, go to Get it right on Student's Book page 124.

Workbook page 54–55 and page 124

Student's Book page 60–61

READING

1 1.64 As a warm-up, ask students to work in pairs and describe a friend's brother or sister. Encourage them to describe their hair and eyes and to use *has got* in their descriptions. Listen to some examples in open class.

Check/clarify: *right* and *No way!* Ask students to read and listen to the dialogue and answer the question, then compare their answer with a partner. Check answer in open class.

Answer

Olivia's brother's new friend is Chloe's brother.

2 SPEAKING Students read the text again, and in pairs, decide which of the pictures shows Freddie. Encourage students to give reasons for rejecting the other two pictures. During feedback, nominate individuals to describe each picture before checking the answer in open class.

Answer

Picture 1

VOCABULARY

Describing people (1)

1 Look at the words in the list. Use hand gestures to show the difference between *short*, *long*, *straight*, *wavy* and *curly*. Make sure students understand the headings in the table. Students work with a partner to categorise the words. During feedback, say the words for students to repeat and check pronunciation. Draw attention to the silent *gh* in *straight* and the long vowel sound (with different spellings) in *grey*, *wavy* and *straight*. Allow students to ask you questions about words for other hairstyles (e.g. *spiky*, *crew cut*, *fringe*, etc.) to add to their lists.

Answers

eye colour:
grey, brown, green, black
hair colour:
black, blonde, red, brown
hair style :
curly, short, wavy, straight

2 SPEAKING Students work with a partner to describe the people in the photos. Remind them to use *has got* as in the examples and the words from Exercise 1. Monitor and help with any vocabulary. Nominate pairs to feed back to the rest of the class.

BACKGROUND INFORMATION

James Rodriguez (born 12 July 1991) is a Colombian footballer. He is an attacking midfielder. He began his professional career in Argentina, then moved to Porto in Portugal and to Monaco. He was transferred to his present club Real Madrid in 2014 for a fee of €80 million, making him the fourth most expensive player in history.

Pink (born Alecia Moore, 8 September 1979) is an American singer. She released her first album *Can't Take Me Home* in 1997 and has since released another five albums. Her second album, *Missundaztood* (2001) sold 15 million copies and made her a world superstar.

George Clooney (born 6 May 1961) is an American actor and director. He began his career on television in *E.R.* from 1994 to 1999, then went on to act in films. Some of his most famous films are *Ocean's Eleven*, *The American*, *Up In The Air* and *Gravity*.

Shakira (born 2 February 1971) is a Colombian singer, dancer and philanthropist. Her biggest hits include *Whenever, Wherever* and *Hips Don't Lie*, which is one of the the best-selling songs of the 21st century. She founded the Pies Descalzos (Barefoot) Foundation in 1997, which provides education and food for 4,000 children.

PRONUNCIATION

For pronunciation practice of long vowel sound /eɪ/, go to Student's Book page 120.

Describing people (2)

3 1.67 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the pictures at the top of the page, or ask students to cover the words. Say: *beard*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before listening to the audio and checking answers with the whole class. During feedback, say the words for students to repeat and check pronunciation. Point out the same vowel sound in *tall* and *short*.

Answers

2 C 3 D 4 B 5 G 6 F 7 E

4 1.68 Students work with a partner to order the words in the sentences. Play the audio for students to check their answers. Pause after each sentence and nominate individuals to match the sentence with a picture in Exercise 3.

Answers

1 She wears glasses. (D)
2 He's got a moustache. (B)
3 He's got a beard. (A)
4 She's got an earring in her right ear. (C)
5 She is not short, she's quite tall. (E)

5 1.69 If you're short on time, and if students have access to the audio files online, set this exercise for homework. Read through the instruction and dialogue with students and check understanding. Point out the use of *What does he look like?* to ask about a person's appearance. Play the audio while students complete the dialogue. Allow them to compare answers with a partner before whole-class feedback.

Mixed-ability

Stronger students may like to cover the rest of the page and try to complete the dialogue before listening to the audio to check their answers.

Answers

1 eyes
2 glasses
3 short
4 smile

6 SPEAKING Students work with a partner to practise the dialogue. Tell them they should practise the dialogue several times and try to improve it each time. They should also swap roles after each practice, so that each student gets to practise both parts. Monitor and help with difficulties in pronunciation and intonation. Ask for volunteers to say the dialogue in open class as feedback. Ask: *Can any pair say the dialogue without looking in your books?*

Optional extension

Shadow reading: Students try to speak the lines from the dialogue in time with the audio. This is a great way for students to practise features of connected speech such as rhythm and intonation. It's also lots of fun.

Workbook page 57

FUNCTIONS

Describing people

1 Ask students to read through the dialogue and answers a–d. Point out the two different uses of *like* and confirm that they have a separate meaning to the verb *to like*. Students work with a partner to complete the dialogue. Check answers.

Answers

1 a 2 b 3 c

2 SPEAKING Students work in pairs and each chooses a different famous person. Students take turns to ask questions to find the identity of the person. To make this more competitive, ask students to find out who needs to ask the fewest questions to get the answer. Listen to some examples in open class as feedback.

TRAIN TO THiNK

Attention to detail

1 SPEAKING Divide the class into AB pairs and ask them to look at their pictures. It is important that they do not look at each other's pictures! Students take turns to describe a person in their picture and look for six differences.

2 SPEAKING After a few minutes, regroup students into groups of four and ask them to tell each other the differences they found. Monitor to make sure students are using full sentences rather than simply pointing at the picture. Check answers in open class.

Optional extension

If students have access to mobile technology, ask them to work with a partner and use the Internet to find a photo of four people. Tell them the people should look as different as possible. Students show their photos to a different pair for one minute only. They then have one minute to remember as much as possible about the people in the photo. Score one point for each correct sentence. You could then regroup students to do the same activity with a different pair. If your students haven't got internet access, this activity could also be done using pictures from magazines.

Student's Book page 62–63

CULTURE

Welcoming people around the world

1 Books closed. As a warm-up, write the following on the board:

Your best friend

Your grandmother

Your teacher

Ask: *What do you do when you meet these people? What do you say?*

Ask students to discuss the questions in small groups. Listen to some of their answers in open class as feedback and write some of their answers on the IWB.

Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos and read the actions one by one. Nominate individuals to match the actions to the photos. Alternatively, students answer the questions in pairs before checking answers with the whole class. Use the photos to show the meaning of *shake*, *rub*, *bow* and *stick out*. Check pronunciation of *tongue*, *silk* and *bow* (explain that *bow* has the same vowel sound as *how*).

Answers

Photo 1: shake hands, touch
Photo 2: rub noses, touch
Photo 3: a piece of silk
Photo 4: bow their heads
Photo 5: put their hands together
Photo 6: stick out their tongue
Photo 7: kiss, touch

2 Read the question and elicit the answer in open class.

Answer

A

3 1.70 Play the audio while students read the article to complete the exercise. Tell them not to worry if they do not understand every word, but to focus on answering the questions. Allow them to compare answers with a partner before a whole-class check.

Answers

Photo 1: Western countries
Photo 2: New Zealand
Photo 3: Mongolia
Photo 4: many countries in the East / China
Photo 5: Thailand
Photo 6: Tibet
Photo 7: many countries around the world

4 Read through the sentences with students and check/clarify: *greeting*, *tradition*, *show*, *hold*.

Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Mixed-ability

Ask stronger students to answer any of the questions they can from memory before they read again.

Answers

1 F – In Thailand, people put their hands together and bow.
2 F – In Tibet, people stick out their tongue when they greet each other.
3 T
4 T
5 F – In western countries, many people shake hands when they greet each other.
6 F – People greet each other with a kiss in many countries around the world.
7 T

5 SPEAKING Students work with a partner and discuss the questions. Monitor and help as necessary, encouraging students to express themselves in English and to use any new vocabulary they have learned from the text on page 62. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Mixed-ability

Divide the class into pairs or small groups roughly according to level.

Weaker students can choose one question to discuss.

Stronger students can discuss both questions.

WRITING

Describing a friend

1 Working individually, students read the description and match it to one of the pictures. Allow them to check their answer with a partner and encourage them to give the reasons for their choice.

Answer

Picture 1

2 Working with a partner, students complete the notes about James. Monitor and help with any difficulties. Check answers in open class.

Answer

black, curly and short (in any order), glasses, popular

3 Students work individually to make notes about their best friend. Monitor and help with vocabulary. Encourage students to cover all of the points covered in the notes in Exercise 2 and to add extra information if possible.

4 Divide the class into pairs and ask students to ask and answer questions about their best friends. Listen to some examples in open class as feedback.

5 If you're short on time, set this exercise for homework. Students expand their notes into a short text. In the next lesson, ask them to exchange texts with another student and to comment on each other's work. Students make any necessary corrections and changes to their own work. Listen to some examples in open class as feedback and display work on the walls if space allows.

Student's Book page 64–65

CAMBRIDGE ENGLISH: Towards Key

THiNK EXAMS

READING AND WRITING

1 Part 4: Multiple-choice reading comprehension

Answers

1 A 2 C 3 B 4 A 5 A

TEST YOURSELF UNITS 5 & 6

1 VOCABULARY

Answers

1 do 2 headphones 3 arm 4 dance 5 glasses
6 go 7 beard 8 curly 9 eyes 10 out

2 GRAMMAR

Answers

1 She doesn't like shopping.
2 They never listen to rock music.
3 You haven't got many DVDs.
4 She has got lots of money.
5 I always get to school late.
6 Have you got lots of books?
7 We are usually tired on Sunday evenings.

3

Answers

1 ~~go often~~ often go
2 ~~listen not~~ don't listen
3 ~~play~~ plays
4 ~~Have~~ has
5 ~~don't~~ doesn't
6 ~~a work~~ work
7 ~~You have~~ Have you

4 FUNCTIONAL LANGUAGE

Answers

1 like, doesn't, look
2 worry, great, help

7 SPORTING LIFE

Objectives

FUNCTIONS	talking about abilities; telling the time; talking about routines and dates; making suggestions
GRAMMAR	*can* (ability); prepositions of time
VOCABULARY	sport; telling the time; months and seasons; ordinal numbers

Student's Book page 66–67

READING

1 Books closed. As a warm-up, ask: *Do you know anyone who has won any sporting competitions? What sport do they play?* Discuss in open class. If students can't think of anyone, ask: *What kind of sports do you like watching on television?* Make a note of any sports mentioned on the board.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *football*, and nominate a student to point to the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Ask: *Which of these four sports do you like best? Why?*

Answers

2 D 3 B 4 C

2 Look at the six words with students. Elicit/explain them individually if students have any difficulties. They are probably best explained using mime. Students work with a partner to complete the exercise. Point out that some of the sports match with more than one action word. Check answers in open class. Say the words for students to repeat and check pronunciation. Draw students' attention to the different sound of the *u* in *push* and *jump*, and the */ɔ:/* sound of *au* in *somersault*.

Answers

1 football
2 skateboarding
3 skateboarding, football, gymnastics
4 golf
5 skateboarding, gymnastics
6 gymnastics

3 2.02 Tell students they are going to read and listen to an article about the four sports in Exercise 1. Before listening, say the four names so that students can recognise them in the audio. Play the audio while students read and listen and write the names under the photos. Let students compare answers with a partner before feedback in open class.

Answers

A Nikolai
B The Firecrackers
C Tillman
D Xavier

4 Give students a minute to read through the instructions and sentences. Check/clarify: *keep*, *stopping*, *long way*, *hole*, *jumps*, *pushes*, *skipping rope*, *falling*, *get on*. Students work with a partner to decide which key information they need to look out for in the article. Students read the article again to decide if the sentences are right or wrong or if the information is not given in the article. As they read, encourage them to underline the parts of the article that support their answers. During whole-class feedback, ask students to refer to the text to explain why they chose their answers and to correct the false sentences.

Answers

1 right
2 wrong – Xavier can't read
3 doesn't say
4 wrong – Tillman lives in the USA
5 right
6 doesn't say
7 right

THINK VALUES

The importance of sport

1 As a lead-in, ask: *What sports do you do?* Write some of their answers on the board.

Read through the instructions and the list of reasons. Working individually, students add two more reasons. Monitor and help with ideas if students have none. Other reasons might be: *It's challenging. You can make money. It's good to be in a team.* Students rank the reasons 1–8 in order of importance.

2 SPEAKING Divide the class into small groups. Students compare their ideas. Encourage them to speak in full sentences and to give further details to support their answers if possible. Listen to some of their ideas in open class as feedback.

Optional extension

Divide the class into two groups, A and B. Tell students they are going to prepare a role play. A students love sport and have to convince B students to do sport. B students don't like sport at all. A students work together in pairs to think of reasons to convince B to do sport. B students work in pairs to think of reasons not to do sport. After five minutes of preparation time, regroup students in AB pairs for them to do the role play. Monitor and make a note of any repeated errors, but also note good use of language to praise during feedback. During whole-class feedback, listen to some of their ideas and encourage further discussion.

Student's Book page 68–69

GRAMMAR

***can* (ability)**

1 Students complete the sentences from the article with the correct form of the verbs. Ask students which of the sentences is positive (Sentence 1) and which is negative (Sentence 3). Elicit/explain that Sentence 2 is the question form.

Answers

1 can 2 Can 3 can't

Read through the rule and table in open class and elicit the answers.

Rule

1 can 2 can't

Table

1 can't 2 Can

Choose some of the examples and say them for students to repeat. Pay particular attention to the short vowel sound of *can* and the long vowel sound of *can't*. To check understanding at this point, ask students to give you a few examples of their own using the positive, negative and question forms of *can*.

Language note

1 Students may produce sentences like *I don't know speak English* because of the way their own language works. Remind them of the function of *can* if necessary.
2 *Can/can't* are followed by the infinitive without *to*, e.g. *I can sing* not ~~*I can to sing.*~~

2 If you're short on time, set this exercise for homework.

Ask students to work in pairs and complete the exercise. Remind them to check if the sentence is positive or negative before they decide which form of *can* to use. Check answers with the whole class, checking students' pronunciation of *can* and *can't*.

Answers

1 John can't sing.
2 John can cook.
3 John can't speak French.
4 John can't dance.
5 John can ride a bike.

Fast finishers

Ask students to write the positive, negative and question form for each sentence in Exercise 2.

Be aware of common errors related to the use of *can* and *to*, go to Get it right on Student's Book page 125.

PRONUNCIATION

For pronunciation practice of the long vowel sound /ɔ:/, go to Student's Book page 121.

3 Check/clarify: *high*, *throw*, *less than*. Working individually, students tick the things that they can do. Monitor and help with any difficulties.

4 SPEAKING In pairs, students ask and answer questions. Encourage students to expand on their answers where possible. Monitor to make sure students are using the correct intonation and answering with the correct short answer. Monitor and ensure students are using *can* correctly. Make a note of any repeated errors *and* write them on the board, preserving anonymity, to correct during feedback.

Workbook page 64 and page 125

VOCABULARY

Sport

1 2.05 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Say: *cycle*, and nominate a student to point to the correct letter on the board. Alternatively, students do the matching activity in pairs before listening to the audio and checking answers with the whole class. Say each of the names of the sports for students to repeat and check pronunciation.

Answers

1 E 2 G 3 B 4 C 5 D 6 A 7 H 8 F

Fast finishers

Ask students to make a list of sports that have the same (or similar) name in English and their own language.

2 SPEAKING Students work with a partner and describe which of the sports they can/can't do. Monitor and help with any difficulties. You might want to point out that we usually say 'I can't surf' when we aren't able to surf, but 'I can't go surfing' when we can't do it at that particular time. Check students are pronouncing *can/can't* correctly.

Workbook page 67

VOCABULARY

Telling the time

1 2.06 As a lead-in, point to your wrist and ask: *What's the time?* Elicit the response in English if possible.

Look at the four clocks and the times with students. Students work with a partner to complete the exercise. Play the audio and check answers. Ask: *What does* It's *refers to in* It's three o'clock? (*it is* – the time is). Point out that we say *past* the hour for the first thirty minutes of an hour, then *to* the next hour for the next thirty minutes.

Answers

1 C 2 D 3 A 4 B

Language note

1 We can say *quarter past/to* or *a quarter past/to*.
We can say *half past*, but not ~~*a half past*~~.

2 As well as *What's the time?*, we can also say *What time is it?* or *Have you got the time?*

2 SPEAKING Students work with a partner to write the times under the clocks. Check answers. In pairs, students ask and answer questions about the time.

Answers

1 It's quarter to seven.
2 It's eleven o'clock.
3 It's half past seven.

Fast finishers

Students write down times that are important for them, e.g. the time they start school, get home, go to bed, etc.

Workbook page 67

LISTENING

1 2.07 As a warm-up, write the following questions on the IWB:

What time does school start?

What time does school finish?

Give students a minute or two to think of the answers, then elicit answers and write them on the board.

Tell students they are going to hear a phone call between two people who want to go surfing. Play the audio while students listen and answer the question. Tell them to focus on answering the question and not to worry if they do not understand every word. Check the answer.

Answer

On Saturday

Audio Script Track 2.07

Lucy	Hi Sam, it's me, Lucy.
Sam	Hi Lucy. How's it going?
Lucy	Do you want to go surfing?
Sam	Go surfing. Great. What time?
Lucy	How about after lunch, say two o'clock?
Sam	Two o'clock. No. Sorry, I can't. I've got a volleyball match.
Lucy	OK, how about three o'clock?
Sam	Volleyball only finishes at half past three.
Lucy	Let's say four o'clock, then.
Sam	I can't. Dad wants to give me a golf lesson.
Lucy	Until what time?
Sam	About quarter to five.
Lucy	Really? But we can't go surfing then. It gets dark at half past.
Sam	Oh, yes.
Lucy	So what about before lunch?
Sam	Umm. I've got a school basketball match until quarter past eleven.
Lucy	What time does it start?
Sam	Ten o'clock.
Lucy	Sam, it's quarter to ten now.
Sam	Really? I've got to go. Let's go surfing on Saturday.
Lucy	Yes, call me tomorrow. See you.

2 2.07 Read through the sports in open class. Play the audio again while students complete the exercise. Allow them to compare answers with a partner before checking in open class.

Answers

Tick: b d e f

3 2.07 Give students a minute or so to look at clocks A–H. Ask them to refer back to the Vocabulary section Telling the time and work out how to tell the time on each clock. Play the audio while students complete the exercise. Allow them to compare answers with a partner before a whole-class check.

Mixed-ability

Weaker classes: Before listening, check in open class that students know how to tell the time on each clock A–H.

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise.

Answers

2 B 3 H 4 D 5 E 6 A 7 F 8 G

4 Read the instructions with students. As an example, you could draw a clock saying half past four on the IWB. Students draw four clocks with different times in their notebooks.

5 SPEAKING Read through the instructions. Look at the clock you drew on the IWB and elicit questions from students, e.g. *Do you meet friends at half past four? Do you drive home at half past four?* until they find the correct answer. As this is a review of present simple, point out the word order used in the questions (*Do* + *you* + base infinitive). Divide the class into pairs or small groups. Students ask each other questions to guess the activities. Monitor and help with vocabulary. Check students are forming questions and telling the time correctly. Listen to some examples in open class.

THINK SELF-ESTEEM

My time cake

1 Look at the example of a time cake. Ask: *What type of activities might be in the* have fun *and* other things *sections?* Students work individually to draw their own time cake. If time allows, encourage them to go into more detail and divide the cake into smaller sections where possible.

2 SPEAKING Read through the questions with students. Point out the use of *would like* in Question 2 and write an example answer on the board to clarify, e.g. *I would like to play more sport.* In pairs or small groups, students discuss the questions. Monitor and help with vocabulary. Listen to some of their ideas in open class as feedback.

3 SPEAKING Students draw their ideal time cake. Encourage them to use their imaginations – they can do anything they want to. Give some examples of your own to get them started if necessary. When students have completed their new time cake, ask them to explain it to a partner.

> **Optional extension**
>
> Students draw a time cake for an older member of their family (a grandparent might be interesting). Ask students to compare the time cakes. Is their life very different from the older person's? Do they want their lives to be different when they are old?

Student's Book page 70–71

READING

1 SPEAKING Books closed. As a warm up, write the following countries on the board: *USA*, *Switzerland*, *Germany*, *France*, *Australia.*

Ask: *Which country would win …*

… a football competition?

… a snowboarding competition?

… a surfing competition?

Students discuss the questions in pairs. Listen to some of their ideas in open class.

Books open. Working in pairs, students discuss the questions. Check/clarify: *champions*, *special*. During feedback, write some of their predictions on the board to refer to later.

2 2.08 Ask students to read and listen to the article to answer the question. Tell them to focus solely on the question (you could set them a two-minute time limit). Students check answers with a partner before whole-class feedback.

> **Answers**
>
> Bhutan and Montserrat. Bhutan wins.

3 Ask students to read through the sentences and check/clarify: *organises*, *plan*, *flies*. Before reading, ask students to underline the key words in the sentences. Students read the article again to complete the exercise. Tell students to underline the parts of the article that helped them choose their answers. Students compare answers with a partner before whole-class feedback. During feedback, ask students to refer to the parts of the article that support their answers.

> **Answers**
>
> 2 e 3 a 4 f 5 d 6 b

4 SPEAKING Read through the instructions and questions with students. Tell them they can choose any two teams they like and that they can be imaginary teams if they prefer. Likewise, the destination can be anywhere they choose, not necessarily a football stadium. Divide the class into pairs for students to discuss the questions. Monitor to help with vocabulary and ideas, if necessary. Listen to some of their ideas in open class and have a show of hands to decide which is the best 'other final'.

VOCABULARY

Months and seasons

1 2.09 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Before the lesson, use the text icon to prepare a screen with the twelve words, each in a separate text box. Ask students to order the words. After two minutes, ask individuals to come to the board to drag and drop one month until all the months are in order. Ask other students to agree or disagree with the order. This activity can also be done as a race with pairs competing to order the words first. Play the audio to confirm the order. Listen to the audio again, pausing after each month for students to repeat the pronunciation together. Point out where the stress falls in each of the words and pay attention to the pronunciation of *February* /ˈfebjʊərɪ/.

> **Answers**
>
> 1 January
> 2 February
> 3 March
> 4 April
> 5 May
> 6 June
> 7 July
> 8 August
> 9 September
> 10 October
> 11 November
> 12 December

2 Read the names of the seasons for students to repeat and check pronunciation. Draw attention to the silent *n* at the end of *autumn*. Working with a partner, students discuss which months are in which seasons in the UK. Check answers. During feedback, ask: *Is it the same in your country?*

Answers

Winter:
December, January, February

Spring:
March, April, May

Summer:
June, July, August

Autumn:
September, October, November

Fast finishers

Ask students to decide which are the three best months of the year and write sentences describing why. Listen to some of their ideas in open class after feedback on Exercise 2.

Optional extension

In pairs, students take it in turns to say a month. Their partner has to say the month which follows it. To make this more difficult, students could have to respond with the month before, or two months before/after, etc.

Workbook page 67

GRAMMAR

Prepositions of time

1 Read through the example sentences in open class and nominate individuals to complete the rule.

Rule

1 at 2 in 3 on

2 2.10 Students work with a partner to guess when the sporting events are. Play the audio for students to check their ideas.

Answers

The Australian Open Tennis is in January.
The French Open Tennis is in May and June.
The Summer Olympics are usually in August.
The Winter Olympics are usually in February.
Wimbledon is in July.

Fast finishers

Ask students to make a list of other important events (not necessarily sporting ones) and when they take place. After feedback, students can say the event and ask other students when it takes place.

Optional extension

Ask students to work with a partner and take turns to say a time, season or month. Their partner must respond with the correct preposition to go with the word, then they say a word for their partner, e.g.

A: Three o'clock.

B: At three o'clock. Summer.

A: In summer …

Workbook page 65 and page 125

VOCABULARY

Ordinal numbers

1 Students find the missing date in the article. Read through the Look! box. Explain that *30th* is an example of an ordinal number and that we use ordinal numbers to describe dates and the order of things.

Answer

30th

2 2.11 Give students a minute or two to read through the numbers and the words. Students work with a partner to complete the exercise. Play the audio while students listen and check their answers. Play the audio again, pausing after each number for students to repeat and check pronunciation.

Answers

2nd – m
3rd – d
4th – p
5th – f
6th – a
7th – o
8th – j
9th – g
10th – e
11th – b
12th – l
13th – c
20th – n
30th – i
31st – k

Fast finishers

While students are completing the exercise, write the following numbers on the IWB. Ask fast finishers to write the ordinal number for each (*67*, *23*, *19*, *14*, *39*, *50*, etc.).

3 SPEAKING Working individually, students write down three important dates. In pairs or small groups, students tell their partners about their dates. Listen to some examples in open class.

Workbook page 67

WRITING

My favourite sportsperson

1 Ask students to think of their favourite sportsperson and answer the questions. Tell them to make brief notes for each question and to look back at previous exercises in the unit for useful vocabulary. Monitor and help with any questions.

2 SPEAKING In pairs, students describe their favourite sportsperson.

> **Mixed-ability**
>
> Weaker students: This can be done as a question and answer exercise.
>
> Stronger students: To give students the opportunity to speak at length, ask them to give a brief speech about their favourite sportsperson including answers to all of the questions.

3 If you're short on time, set this exercise for homework. In the following lesson, give them the opportunity to read each other's descriptions and decide which is the most interesting.

Alternatively, this can be done as a collaborative writing activity in class, with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom.

Student's Book page 72–73

PHOTOSTORY: EPISODE 4

The big match

1 Ask: *Can you remember what happened in the last episode of the Photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

> **Answers**
>
> They're in the living room at Tom's place.
> It stops working / goes wrong.

2 2.12 Play the audio for students to listen and check their answers from Exercise 1 and to answer the question. During whole-class feedback, refer to students' ideas on the board. Who guessed correctly?

> **Answer**
>
> the USA

3 EP4 Ask: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

> **Answers**
>
> 1 table tennis, basketball, football
> 2 They don't know / get to find out.

4 EP4 Read through the sentences with the whole class. Play the video again while students watch and complete the exercise. Let them compare answers with a partner before checking with the whole class.

> **Mixed-ability**
>
> Stronger classes: Students can attempt to complete the exercise from memory before watching the video again to check their answers.

> **Answers**
>
> 1 C 2 B 3 B 4 C 5 C

PHRASES FOR FLUENCY

1 Ask students to locate expressions 1–4 in the story on page 72 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner and before whole-class feedback.

> **Answers**
>
> 1 Ruby 2 Dan 3 Tom 4 Tom

2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expression rather than giving a literal translation of the individual words.

3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

> **Answers**
>
> 3 5 1 2 4 6

4 Ask students to read through and complete the dialogues. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation and intonation. In pairs, students practise the conversations.

> **Answers**
>
> 1 stuff
> 2 Now what
> 3 It's no big deal

FUNCTIONS

Making suggestions

1 To introduce the topic, say: *I don't know what to do this weekend. Have you got any ideas?* Elicit responses and write any suitable language on the board.

Read through the instructions and the words and phrases in the list. Students complete the exercise with a partner. During whole-class feedback, say the sentences for students to repeat and check pronunciation.

> **Answers**
>
> 1 Why don't
> 2 Let's
> 3 How about

> **Language note**
>
> Using the examples in Exercise 1 and 2, clarify that we use the following structures:
>
> *How about* + *-ing*
>
> *Let's* + base infinitive
>
> *Why don't* + subject + base infinitive

2 Students work with a partner to complete the dialogues. Check answers in open class.

> **Answers**
>
> 1 How about
> 2 Why don't
> 3 Let's

3 SPEAKING Students act out the dialogues. Monitor and help with pronunciation and intonation. Ask students to take turns to cover the second half of the dialogues and respond from memory.

4 SPEAKING In pairs, students create two new dialogues. When they have had time to practise their dialogues several times, listen to some examples in open class.

> **Mixed-ability**
>
> Stronger classes: Students can create dialogues spontaneously. Encourage them to go on to create new dialogues with other ideas of their own, using the expressions for making suggestions.
>
> Weaker classes: Ask students to write down their dialogues before practising them.

8 DANCE TO THE MUSIC

Objectives

FUNCTIONS	talking about music and feelings; describing a scene; talking about likes and dislikes
GRAMMAR	present continuous; *like* / *don't like* + *-ing*
VOCABULARY	clothes

Student's Book page 74–75

READING

1 Books closed. As a lead-in, ask: *Can you play any musical instruments? Can people in your family play any instruments? What can they play?* Write down some of their answers on the board. Divide the class into pairs and give them three minutes to think of any other instruments to add to the board. When time is up, find out which pair has thought of the most instruments and ask them to add their instruments to the list on the board. Ask the rest of the class to add more instruments. Tell students to copy the list of instruments in their notebooks.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Focus on the photos. Say: *a concert*, and nominate a student to call out the correct letter on the board. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Say each of the words for students to repeat and check pronunciation.

Answers

2 A 3 D 4 E 5 B

2 Look at the photos on page 75. Ask: *Where is the concert happening?* Ask students to give reasons for their choice.

Answer

3

3 Ask students to work with a partner and discuss the questions. While they are talking, write these additional questions on the board. Ask: *What kind of people use Twitter? What do they use Twitter for? How many Tweets do you send a day? If you don't use Twitter, why not?* Listen to some of their answers in open class.

4 2.13 Tell students they are going to read and listen to some Tweets about the concert in the supermarket. Check/clarify: *flash mob* (an event where people assemble for a sudden performance in a public place, often organised via social media). Refer back to the Telling the time section in the previous unit and point out that when we are being precise about time, we say the hour followed by the number of minutes (e.g. *09.44*). Give students time to read through the questions. Clarify that the boy writing the Tweets describes what he can see at the moment he writes the Tweet. Play the audio while students read and listen to answer the questions. Give students a couple of minutes after listening to check their answers. When students have compared answers with a partner, check in open class.

Answers

1 about ten
2 surprised but they like the music
3 four
4 not bored
5 leaving

THiNK VALUES

Music

1 SPEAKING Check/clarify: *outside*. Students complete the exercise individually, then compare their answers with a partner or in small groups. Ask: *Do you listen to different types of music in different places?* Elicit some feedback from each group. Ask: *Did any of you have all matching answers?*

2 Working individually, students decide how important each of the items are. Give them some examples of your own to get them started. Monitor and help with any questions. Ask: *Would you add anything else to the list?*

3 SPEAKING In small groups, students compare their ideas from Exercise 2. Tell students to make notes and see how many people have the same answers. Monitor and help with vocabulary as necessary. Encourage students to try to express their real ideas and opinions but to use English to do so. Avoid error correction unless it really impedes comprehension. The focus of this task is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on practice of structures or lexis. Make a note of any nice expressions that students use during the activity.

Write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks. As feedback, ask for volunteers to report back to the class on what they found out.

Optional extension

Ask students to think of one song or piece of music that would go with each of the sentences in Exercise 2 (e.g. *X song makes me happy. I can listen to Y with friends.*, etc.). Students compare their answers in small groups.

Student's Book page 76–77

GRAMMAR

Present continuous

1 Read through the examples with students. Clarify that they are all examples of the present continuous. Point out the verbs in bold and elicit that they are made up of *to be* + *-ing*. Students work with a partner and look back at the Tweets on page 75 to find and underline further examples. It isn't necessary to underline every example in the text, but enough to make sure students can correctly identify the present continuous form. Look through these as a group.

Students work with a partner to complete the rule. Check answers. Refer to the examples from the text on page 75 to clarify the rule.

Rule

1 are happening now
2 to be

Students complete the table in pairs. Copy the table on the board and nominate individuals to complete the gaps in open class.

Table

1 're
2 's
3 listening
4 isn't
5 Am
6 am
7 Are
8 aren't
9 Is
10 listening
11 is

Language note

We don't repeat the main verb in short answers, e.g. *Are you listening? Yes, I am.* NOT: ~~*Yes, I am listening.*~~

2 Give students a minute or two to look at the pictures and read the sentences. Use mime to check/clarify: *standing*, *cheering*, *smiling*. Students work in pairs to complete the sentences. During feedback, say each of the sentences for students to repeat and check pronunciation.

Answers

1 Greg and Linda
2 Harry
3 Diana
4 Debbie
5 Linda
6 Paula and Steve
7 Dave
8 Julie
9 Sally

Fast finishers

Ask students to look back through Units 1–7 and label some of the actions in other photos using the present continuous, e.g. *They are playing football* (page 70).

3 Point out the *Look!* box to students and explain that while the standard spelling of an *-ing* form is base infinitive + *-ing* (e.g. *singing*), some verbs are spelt differently. Look at the examples and elicit spelling rules for *live* (verbs which end in an *e*: drop the *e* and add *-ing*) and *swim* (verbs which end in consonant + vowel + consonant: double the final consonant and add *-ing*). Give further examples of each, e.g. *give/come*, *run/put*.

Students use the rules to write the *-ing* forms before whole-class feedback. Write the answers on the board for students to check that they are spelling the words correctly.

Answers

1 taking
2 getting
3 shopping
4 making
5 watching
6 playing
7 studying

4 If you're short on time, set this exercise for homework. Students read through the dialogues. Go through the first dialogue as an example, making sure students are clear about how to form and use the present continuous. Students work with a partner to complete the exercise. Remind them to contract the verb *to be*. During feedback, say the sentences containing the present continuous for students to repeat. This will give them practice in saying the present continuous in context. Ask students to work together and practise the dialogues, taking turns to be A or B. Ask: *Can you remember B's responses without looking at your books?*

Answers

1 's watching
2 's playing
3 's shopping
4 's getting
5 's making
6 's taking
7 's studying

Optional extension

Tell students that they are going to do a role play. It is a Saturday afternoon and there is a party at Student B's house. Student A telephones Student B to say he/she can't go, but asks questions to find out who of their friends is at the party and what they are doing, e.g.:

A: Is John there?

B: Yes, he's playing football in the garden.

A: Is Laura there?

B: Yes, she's eating cake in the kitchen.

Encourage students to be imaginative with their answers and to think of some funny situations! Listen to some example dialogues.

Workbook page 72 and page 125

LISTENING

1 Books closed. As a lead-in, ask: *Do you like dancing? What type of dances can you do?* Elicit answers in open class and write the names of any dances on the IWB.

Books open. Students look at the photos and work with a partner to guess where they come from. Write some of their predictions on the IWB, but do not give answers until students have completed Exercise 3.

Answers

A Indonesia
B Spain
C Greece
D Turkey

2 Give students a minute to read through the sentences. Use the photos to clarify the meaning of *in a line*, *round their legs*. Ask students to underline examples of the present continuous and remind them that we use it to describe an action we can see happening now. Students work with a partner to match the sentences with the photos.

Answers

2 D
3 C
4 A

3 2.14 Tell students they are going to listen to three people describing one of the dances. Play the audio while students answer the question. Tell them not to worry if they don't understand every word. Check answers in open class. Ask students which countries the dances are from and compare to their predictions. Ask: *Who guessed correctly?*

Answers

B
D
A

Audio Script Track 2.14

Presenter Hello, and welcome to our programme. Today we are talking about different dances around the world. Is there a dance that you really like? Phone and tell us. Our first caller is Janie. OK, Janie, what's your dance?

Janie Hello. Well, my family goes to Spain every year and I love Flamenco. It's wonderful! I love listening to the guitar. And the women in their beautiful dresses – red or blue or black! They look fantastic.

Presenter Yes, thanks, Janie. I like watching Flamenco, too. And now here's Graham. Hi Graham, what's your favourite dance?

Graham Hi there. Well, I go to Turkey a lot and sometimes I see the dance called the Whirling Dervishes. There are four, five or six men who wear big skirts of different colours. And as the music plays, they dance in circles round and round – they don't stop! It's really interesting.

Presenter Thanks, Graham. And now here's David.

David Hi there. My favourite dance is the Kecak – you can see it in Bali in Indonesia. A lot of men sit in a circle. There isn't any music, but the men repeat the word 'kecak' and they move their arms in the air.

Presenter Is it only men who dance?

David Yes, it is. And only for tourists, really.

Presenter OK. Thank you, David, and everyone!

4 2.14 Read through the sentences. Play the audio again while students choose the correct options.

Mixed-ability

Stronger students may be able to complete the exercise from memory before listening to the audio again to check answers.

Answers

1 women
2 different colours
3 stop
4 music
5 tourists

5 Students discuss the question in small groups. Encourage them to give reasons for their choice. Hold a quick class vote to find out which dance is most popular.

FUNCTIONS

Describing a scene

1 As an introduction to this activity, write items 1–3 on the IWB. Ask students to work with a partner and think of examples of each. Elicit answers and write some of their ideas next to the items on the board. In pairs, students complete the exercise. Check answers.

Answers

1 b 2 c 3 a

2 In open class, read through the text. Elicit the answer to Question 1. In pairs, students complete Question 2. Monitor and help with any difficulties. During whole-class feedback, point out that we do not need to repeat the subject if there are two actions (e.g. *Some people are sitting on chairs*; *They are watching and clapping*). Draw attention to the use of *there are* and the way different subjects are used in each sentence (*One woman; Some people; Everyone*). This makes the description more interesting than always starting sentences with *he/she/they*.

Answers

1 B
2 present continuous:
is dancing, 's wearing, 're playing, are sitting, are watching and clapping, 're enjoying

adjectives:
red, happy

prepositions:
of, behind, on

3 SPEAKING Give students time to look at the picture. Students work in pairs and describe the picture. Encourage them to use the text in Exercise 2 as an example, using *there are* and a variety of different subjects and to make sure they are using the present continuous.

Mixed-ability

Stronger students can describe the picture in pairs. Ask them to try to provide detail on each of the people and the group as a whole.

Weaker students: Give students time to write down some of their ideas before describing the picture with a partner.

Student's Book page 78–79

READING

1 2.15 Books closed. As a warm-up, write the following questions on the board:

Do you like parties?

What music do you listen to at parties?

Do you dance at parties?

Do you wear different clothes to parties?

Students work in pairs or small groups and discuss the questions. Elicit some answers from each group during whole-class feedback.

Ask students to quickly read and listen to the dialogue (set a two-minute time limit to encourage them to read quickly) and answer the question, then compare their answer with a partner. Check the answer in open class.

Answer

Andy is a boy at a party who is a really good dancer.

2 Check/clarify: *enjoying*, *crazy*, *ugh!* Read through questions 1–3 with students and go through the example in open class. Students read the dialogue again and complete the sentences. Students compare answers with a partner before a whole-class check.

Answers

1 grey trousers and a green shirt
2 talking to boys
3 friends

Optional extension

It is very common for students at lower levels to lack intonation when speaking and to produce sentences with limited emotion. Read through the dialogue with students, making Maggie sound very enthusiastic and Mike a bit bored and lacking in enthusiasm (stop the dialogue before the entrance of Andy). As you read, ask students to repeat the parts with similar levels of enthusiasm. Students work in pairs and practise the dialogue. Monitor, encouraging students to act their part and show some emotion. For feedback, listen to some pairs saying the dialogue (or split up the dialogue, hearing a couple of lines from each pair) and decide as a group who is showing the most emotion.

GRAMMAR

like* / *don't like* + *-ing

1 Look at the example with students and elicit what comes after *like* (the *-ing* form of the verb). Ask: *Does **really** mean a lot or a little?* (a lot). Ask students to look back at the conversation and complete sentences 1–3. Stronger students may be able to do this from memory. Students compare answers with a partner before a whole-class check.

Answers

1 talking
2 going
3 dancing

Students now read through the Rule box and complete it with a partner. Check answers with the whole class. If you did the lead-in, ask students to write three sentences about the things they like using the *-ing* form (e.g. *I like playing with my cat*). Listen to some examples in open class.

Rule

1 love

2 Look at the verbs and make sure students understand which verb corresponds to each emoticon. Complete the exercise in open class with students.

Answers

1 love
2 like
3 don't like
4 hate

3 If you're short on time, set this exercise for homework. Students read through sentences 1–7. Go through the example sentence, making sure students understand why *love watching* is the correct answer. Working individually, students complete the exercise. Remind them to think about the subject of each sentence before deciding on the form of the verb and to include *-ing* forms after the main verb. Check answers with the whole class.

Fast finishers

Ask students to write more sentences describing things they love / like / don't like / hate doing. Listen to some examples after feedback on Exercise 3.

Answers

1 don't like going
2 hate getting up
3 like going
4 loves running
5 don't like dancing
6 Do, like cooking
7 Does, like giving

Language note

Students may form questions such as *Like you swimming?* Point out that we use the auxiliary *do* to form sentences in the present simple (*Do you like swimming?*).

4 If you're short on time, set this exercise for homework. Students work individually to complete the exercise. Ask students to change the sentences if necessary. Monitor and check students are using the verbs correctly.

Be aware of common errors related to the use of *-ing*, go to Get it right on Student's Book page 125.

Workbook page 73 and page 125

VOCABULARY

Clothes

1 2.16 Books closed. Elicit the names of any clothes students know already in English and write them on the board. Check students know how to pronounce each word.

Books open. If there is an IWB available in the classroom, this activity could be done as a heads-up activity with the whole class. Zoom in on the pictures, or ask students to cover the words in their books. Say: *a dress*, and nominate a student to point to the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before playing the audio and checking answers with the whole class. Again, ask the rest of the class to agree or disagree with the answers. During feedback, say the words for students to repeat and check pronunciation.

Answers

A 3 B 10 C 11 D 2 E 1 F 6 G 7 H 5 I 9
J 4 K 8 L 12

2 Read the example sentence. Point out the position of the adjectives (*blue*, *white*) before the noun. Remind students that the plural words (*jeans*, *shoes*, *shorts*, *socks*, *trainers*, *trousers*) do not need an article. Students work with a partner to describe the people's clothes. Check answers.

Answers

1 a green dress, white shoes and a black coat
2 is wearing yellow shorts, a blue shirt and white socks
3 is wearing a grey skirt and a pink jumper
4 is wearing grey trousers and a black shirt

Fast finishers

Ask students to look back through units 1–7 and write descriptions of what people are wearing in some of the photos.

3 SPEAKING Students work in pairs or small groups to answer the questions. Monitor the correct use of the present continuous and pronunciation of clothes vocabulary. Make a note of any errors to go over at the end of the activity, but avoid interrupting conversations if possible. Input any unfamiliar vocabulary (e.g. names of clothes) that students need. Ask two or three students to report back to the class on something interesting they found out about their partners.

Workbook page 75

PRONUNCIATION

For practice of intonation when listing items, go to Student's Book page 121.

TRAIN TO THINK

Memorising

1 Tell students to look at the picture and set a two-minute time limit for them to memorise it. Tell them to try to remember the people's actions and their clothes.

2 SPEAKING When time is up, divide the class into AB pairs and ask them each to turn to their questions on page 127 and 128. Students take turns to ask and answer questions. Clarify that they should answer in short answers and correct any negative answers. Do not let them look back at the picture to check their answers. When students have completed the exercise, elicit answers in open class and ask the rest of the class to agree or disagree. Finally, allow students to look back at the picture and check answers.

Answers

Student A
1 No, there are eight.
2 Yes, she is.
3 Yes, there are.
4 No, there are four.
5 No, two people aren't.

Student B
1 Yes, there are.
2 No, they aren't.
3 No, he isn't.
4 No, three people are drinking.
5 Yes, they are.

Optional extension

For further practice of memorising and describing appearances, do an internet search for a variety of images of people wearing different clothing (or cut out some pictures from magazines). Display the images on the IWB. Show students the screen for two minutes, then hide the images. Divide the class into pairs and ask students a variety of questions about the pictures, e.g. *What is the man wearing in picture B?* Students work together to answer the questions. Give one point for each correct answer. Which pair has the best memory?

Student's Book page 80–81

CULTURE

Musical instruments around the world

1 Books open. If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos and read the words one by one. Nominate individuals to find the things in the photos. Alternatively, students complete the activity in pairs before checking answers with the whole class. Use the photos to show the meaning of any words students are not familiar with.

Answers

Photo 1: a stick, wood
Photo 2: blow, the ground
Photo 3: a piece of cloth, an orchestra

2 2.19 Play the audio while students listen and read the article. Tell them not to worry if they do not understand every word, but to focus on checking their ideas. Allow them to compare answers with a partner before a whole-class check.

Answers

1 the berimbau – Brazil
2 the didgeridoo – Australia
3 the bonang – Indonesia

3 Read through the sentences with students and check understanding. Encourage students to underline the key information in the questions that they will be looking for in the text. Students read the text to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Mixed-ability

Ask stronger students to answer any of the questions they can from memory before they read again.

Answers

1 F – Capoeira is the name of a dance.
2 T
3 F – They are between one and three metres long.
4 F – The bonang is a group of metal pots.
5 T

4 SPEAKING Divide the class into pairs for students to discuss the questions. Listen to some of their answers in open class as feedback.

Mixed-ability

Divide the class into pairs roughly according to level. Allow weaker students some time to think about their answers before discussing them. Monitor, helping with vocabulary as required and encouraging students to use English in their answers. Listen to some of their answers with the whole class.

WRITING

Describing a scene

1 Ask students to read through the Tweets and look at the photos. Elicit the answer to the question in open class. Point out that the second Tweet reports a change in the situation from the first tweet.

Answer

Photo B

2 Students work with a partner to underline examples of the present continuous. During whole-class feedback, elicit why the present continuous is used (because Sandy is describing something happening now).

Answers

're waiting
are singing and smiling
're coming (out)
is shouting and cheering
are smiling
're playing
are smiling and singing
'm watching

3 If you're short on time, set this exercise for homework. Give students time to read through the situations and check/clarify: *local*. Students write notes to describe how they are feeling in each situation. Monitor and help with any questions about vocabulary.

4 Students write their Tweets. Tell them that their second Tweet should describe a change in the situation from the first Tweet. In a subsequent lesson, give them the opportunity to read each other's Tweets and decide which is the most interesting.

Alternatively, this can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. On completion, you could ask students to exchange their Tweets with another pair for them to read and correct any grammatical errors. If students use Twitter, you could ask them to send each other their Tweets. Listen to two or three examples in open class.

Mixed-ability

With weaker classes, elicit some useful vocabulary for each situation and write it on the board for students to use when writing their tweets.

Student's Book page 82–83

CAMBRIDGE ENGLISH: Towards Key

THiNK EXAMS

LISTENING

1 Part 1: Multiple-choice pictures

Answers

1 B 2 B 3 A 4 C

Audio Script Track 2.20

Narrator	Example. What time does Bob get home from school?
Anne	What time do you get home from school?
Bob	Well, my school finishes at quarter to three.
Anne	Quarter to three?
Bob	Yes, and I get home at a quarter past three.
Anne	So it takes you half an hour to get home?
Bob	That's right. Thirty minutes.
Narrator	One. When is Sue's birthday?
Sue	When's your birthday, Fred?
Fred	It's next week.
Sue	What day?
Fred	It's on the 13th. I think it's Thursday.
Sue	I don't believe it.
Fred	What?
Sue	It's the day before mine. My birthday's on the 14th.
Narrator	Two. What is Lucy's favourite month?
Steve	What's your favourite month, Lucy?
Lucy	Well, I love the summer, June, July, August.
Steve	But which is your favourite?
Lucy	July, because my birthday's in July, too.
Steve	I love August because that's when we're on holiday!
Narrator	Three. Which instrument does Mike play?
Oliver	Are you in a band, Milly?
Milly	Yes, I am. I'm the singer.
Oliver	Who else is in the band?
Milly	Mike and Hannah. Mike plays the guitar and Hannah plays the drums.
Oliver	Do you need a piano player?
Milly	Yes. Do you know anyone, Oliver?
Oliver	Yes, me. I play the piano.
Narrator	Four. Which of Jenny's clothes does Liam like?
Liam	You look nice, Jenny.
Jenny	Thanks.
Liam	Is your jacket new?
Jenny	Yes, it is. And so are my trainers.
Liam	Well, I like your T-shirt, Jenny. It's great.

READING AND WRITING

2 Part 6: Word completion

Answers

1 tae kwon do 2 snowboard 3 volleyball 4 swim/surf 5 basketball

TEST YOURSELF UNITS 7 & 8

1 VOCABULARY

Answers

1 coat 2 rugby 3 sitting 4 making 5 studying 6 trainers 7 doing 8 taking 9 third 10 cheering

2 GRAMMAR

Answers

1 like 2 standing 3 can't 4 stand 5 don't 6 can

3

Answers

1 ~~to count to~~ count to
2 ~~study~~ studying
3 ~~doesn't can speak~~ can't/doesn't speak
4 ~~watch~~ watching
5 ~~shops~~ is shopping
6 ~~Do you can~~ Can you / Do you

4 FUNCTIONAL LANGUAGE

Answers

1 What's, o'clock, don't, How
2 wearing, time, to/past, Let's

9 WOULD YOU LIKE DESSERT?

Objectives

FUNCTIONS	talking about food and eating habits; talking about obligation; asking nicely and offering; offering and asking for help
GRAMMAR	*must* / *mustn't*; *can* (asking for permission); *I'd like … / Would you like …?*
VOCABULARY	food and drink; meals

Student's Book page 84–85

READING

1 Books closed. As a warm-up, ask students to draw three pictures of food: one picture of a meal they ate yesterday, another picture of their favourite meal and another picture of their least favourite meal. In pairs, students take turns to guess which picture is which, e.g. *I think that is your favourite meal.* Students will not have learnt the past tense yet, so clarify the meaning of *ate* by gesturing to *yesterday*. Ask for examples in open class. Make a note of any food items mentioned on the board.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *a carrot cake*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Say the words for students to repeat and check pronunciation. Pay attention to the /ʃ/ sound in *chef* and the short vowel sound /ʊ/ in *cooking*. Ask: *Which of these foods do you like best? Why?*

Answers

2 A 3 F 4 B 5 E 6 C 7 D 8 G

2 SPEAKING Divide the class into pairs or small groups for students to write down a list of food words. Encourage them to categorise words into different groups, e.g. *fruit*, *vegetables*, *meat*, etc. Monitor and help with spelling if necessary. As feedback, elicit words from different groups and create lists of food words on the IWB. This could be done as a game with students scoring one point for each word they have written and two points if they have a word that no other group has.

3 SPEAKING Students discuss their likes and dislikes in pairs. Encourage students to develop their conversation, for example by saying how often they eat the foods that they like. As feedback, ask individuals to report back to the whole class on their partner's preferences.

4 Students look at the photos on page 85 and read the article quickly to answer the question. Tell them not to worry if they don't understand every word in the text, but to focus on answering the question correctly. Check answers in open class.

Answer

They are young.

5 2.21 Read through the sentences with students and check/clarify: *clean*.

Encourage students to underline the key information in the questions that they will be looking for in the text. Students read and listen to the text to find out if the statements are true or false or it doesn't say. Clarify that even though the information in some sentences may be true, they should put *doesn't say* if the information does not appear in the text. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Answers

1 T
2 DS
3 F – They are really good cooks.
4 F – They must be nine years old or more.
5 T
6 DS
7 T

THINK VALUES

How you eat is important

1 SPEAKING To introduce the topic, ask students: *Are there any rules at dinner time in your house?* Ask students to discuss the question with a partner. Listen to some of their answers in open class.

Look at items a–f and check/clarify: *sit at a table*, *eat very fast* and *eat and play computer games at the same time*, perhaps using mime. Go through the two examples and encourage students to write answers in full sentences to practise the position of adverbs of frequency. Working individually, students complete the exercise.

2 Read through the instructions and check understanding. Do the first one in open class as an example if necessary, explaining that it's OK for students to have different opinions. Working individually, students decide if a–f are good, bad or OK things to do. Monitor and help with any difficulties.

Suggested answers

a 1 b 3 c 1 d 3 e 2 f 3

3 SPEAKING Look at the three prompts with students and elicit some example sentences. Point out that students will need to use the *-ing* form of the verb to complete the sentences with *think* (e.g. *I think eating very fast is not so good.*). Students work with a partner and compare their ideas. Monitor and help as necessary, encouraging students to express themselves in English and to use any vocabulary they have learned from the unit. Ask pairs or groups to feedback to the class and discuss any interesting points further.

Optional extension

Ask students to compare the eating habits of other people they know (friends, older/younger siblings, cousins, etc.). Ask: *Who has good/bad eating habits?* For feedback, make a list of good and bad eating habits on the board.

Student's Book page 86–87

GRAMMAR

must* / *mustn't

1 Students complete the sentences from the article with the correct form of *must/mustn't*. Ask: *Which of the sentences are positive?* (Sentences 1 and 2) and *Which is negative?* (Sentence 3).

Mixed-ability

Stronger classes: Ask students to try to complete the gaps from memory without looking back at the article.

Weaker classes: Students refer to the article to complete the exercise.

Answers

1 must 2 must 3 mustn't

Read through the rule in open class and elicit the answers. Give further examples of your own to clarify if necessary. To check understanding, ask students: *What are some of the things you must/mustn't do at school?*

Rule

1 must 2 mustn't / must not

2 If you're short on time, set this exercise for homework. Ask students to read through dialogues 1–3. Check/clarify: *forget*, *borrow*. Ask students to work in pairs and complete the exercise. Remind them to decide if the sentence is positive or negative before they select which form of *must* to use. Check answers with the whole class, checking students' pronunciation of *must* and *mustn't*. Draw attention to the silent *t* in *mustn't*. If necessary, refer back to the rule to clarify understanding of *must/mustn't*. To extend practice, ask students to practise saying the dialogues.

Answers

1 mustn't eat
2 mustn't forget
3 must buy

Fast finishers

Ask students to write down some of the rules that they have at home using *must*/*mustn't*. Listen to some examples after feedback on Exercise 2.

3 SPEAKING Divide the class into pairs. Clarify that we can use *must/mustn't* to describe things that are necessary in the future. Give one or two examples of your own to get them started, e.g. *I must phone my uncle. I mustn't forget to buy my friend a birthday present.* Students work together to complete the exercise. Monitor and help with any difficulties. For further practice, put students with a different partner to tell each other about their first conversation. Listen to some examples in open class as feedback.

Be aware of common errors related to the spelling of modal verbs, go to Get it right on Student's Book page 125.

Workbook page 82 and page 126

VOCABULARY

Food and drink

1 2.22 Books closed. To introduce this activity, quickly review food vocabulary by writing the four categories (*meat*, *fruit*, *vegetables*, *drinks*) on the board and brainstorming words for each category. This could be done as a game of vocab tennis with the class split into two (or more) groups and each group taking turns to say a word until one group can't think of any more words.

Books open. Students work with a partner to write the name of the food under each photo. Monitor and check for any problems with spelling. Play the audio. Get the students to listen and repeat, and check pronunciation. Draw attention to the long vowel sounds: /eɪ/ in *pot<u>a</u>to* and /ɑ:/ in *ban<u>a</u>na* and *tom<u>a</u>to*.

Mixed-ability

Stronger students cover Exercise 2 to complete the exercise.

Weaker students can look at the words in Exercise 2 to help them complete Exercise 1.

Answers

1 beef 2 lamb 3 burger 4 banana 5 orange
6 apple 7 strawberry 8 potato 9 carrot 10 tomato
11 pepper 12 coffee 13 tea 14 milk 15 juice

Optional extension

As a review exercise, ask students to work with a partner and divide the food words into countable and uncountable nouns. Check answers. In open class, elicit or remind students of the rules concerning articles with these nouns (we use *a/an* with countable nouns, but *some* with uncountable nouns).

Answers

Countable: burger, banana, orange, apple, strawberry, potato, carrot, tomato, pepper
Uncountable: chicken, beef, lamb, coffee, tea, milk, juice

2 SPEAKING Read through the instructions and groups of words. Do Question 1 as an example. Students work in pairs or small groups to decide which word in each group is different and why. During whole-class feedback, ask students to explain why the word is different.

Answers

1 potato – vegetable; the others are drinks
2 burger – meat; the others are kinds of fruit
3 carrot – vegetable; the others are kinds of meat
4 milk – drink; the others are kinds of fruit
5 lamb – meat; the others are vegetables

Fast finishers

Ask students to prepare more examples of groups of words with one word that is different. Ask them to read out their groups of words after feedback on Exercise 2 for students to find the odd one out.

3 SPEAKING Read through the examples. Point out the use of *them* to refer to *tomatoes* (because *tomatoes* is plural) and *it* to refer to *tea* (because *tea* is uncountable). In pairs, students complete the exercise. This could be done as a mingle, with each student standing up and talking to another student until they find three things they have in common, then changing partners. Monitor and check students are using pronouns correctly when referring to countable or uncountable and also pronouncing food words correctly. Listen to some of their findings in open class as feedback.

Workbook page 85

LISTENING

1 Books closed. As a lead-in, ask: *Do you like cooking? What do you cook?* Ask students to discuss the questions with a partner and listen to some of their answers in open class. Ask: *Who likes cooking more – the boys or the girls?*

Books open. Look at the picture and ask students to describe what they can see.

Answer

A boy is cooking. He is making a mess. There are eggs and milk on the table. His mother looks worried.

2 2.23 Tell students they are going to hear a dialogue about cooking.

Play the audio while students listen and answer the questions. Tell them to focus on answering the questions and not to worry if they do not understand every word. Check answers.

Answers

He is cooking an omelette. No, he decides to have pizza.

Audio Script Track 2.23

George Mum?
Mum Yes, George?
George Can I make an omelette?
Mum George? You? You want to make an omelette?
George I know, Mum. But I want to learn to cook. So can I try?
Mum Yes, of course you can. Would you like some help?
George Well, no, Mum. I really want to do it by myself. OK?
Mum Sure. Have fun.
George OK, omelette here we come. Erm … Mum?
Mum What is it, George?
George Have we got any eggs?
Mum Yes, of course.
George Great. Where are they?
Mum In the fridge, George.
George OK, cool. And what about some milk? Have we got any?
Mum Yes, George. It's just in front of you. In the fridge.
George Ah, alright … eggs, milk, erm … tomatoes. Mum? I need tomatoes.
Mum Can I come into the kitchen now?
George No, wait, Mum!
Mum OK, the tomatoes are on the table.
George Thanks, Mum.
Oh, no! I must be quick now. Oh, no. Oh, no!
Mum Oh, dear!
George Mum?
Mum What is it, George?
George Can I go to the pizza place? I'm hungry!
Mum Yes, you can. But look at the kitchen.
George Can I clean the kitchen later?
Mum OK. But don't forget to do it.

3 2.23 Look at the example in open class. Ask students: *Who asks this question – George or his mum?* (George). *Does he want to make an omelette or does he want his mum to make an omelette?* (He wants to make an omelette.) Give students time to read through sentences a–f. Play the audio again while students order the sentences. Check answers. If necessary, play the audio again, pausing to clarify answers. Say the sentences for students to repeat and check pronunciation.

Answers

a 6 b 1 c 3 d 4 e 2 f 5

GRAMMAR

can (asking for permission)

1 Read through the answers in open class. Students work with a partner to match the answers to the questions in Listening Exercise 3. Check answers. Read through the rule in open class and refer back to examples from the listening to clarify the use of *can*.

Answers

1 a 2 f 3 c

2 2.24 Give students time to read through the instructions and sentences 1–5. Check/clarify: *try on*. Students work with a partner to complete the questions. During feedback, play the audio for students to check their answers and practise pronunciation and intonation of the questions.

Answers

1 Can, try on
2 Can, use
3 can, go out
4 Can, play
5 Can, eat

Fast finishers

Ask students to write further examples of questions with *can*, asking for permission. Suggest that they write questions they could ask members of their family or friends.

3 Read through the answers with students. Point out the use of imperatives in sentences a (*Do it now.*) and b (… *be careful.*). Students work with partner to complete the exercise. Check answers in open class. Draw attention to the short answer forms of *can* in sentences a–c. Say the sentences for students to repeat and pay special attention to the long vowel sound in *can't* and the short vowel sound in *can*. Ask students to practise saying the dialogues and listen to some examples in open class.

Answers

b 4 c 3 d 2 e 1 f 5

Workbook page 82 and page 126

THINK SELF-ESTEEM

You are what you eat

1 To give an example of this activity, write the following on the IWB:

I often eat apples … 1 2 3 4 5 … I never eat apples.

Answer the question yourself and circle one of the numbers. Point out that 1 means you often eat apples and 5 means you never eat apples. Elicit the meaning of 3 (*I sometimes eat apples.*). Ask some students to answer the question to check understanding.

Working individually, students complete the exercise. Monitor and help with any difficulties.

2 SPEAKING Divide the class into pairs or small groups. Students compare their answers. Monitor and make a note of any repeated errors to refer to anonymously during feedback.

Optional extension

Tell students they are going to prepare a survey to find out about healthy eating habits. Ask students to work in small groups and write statements like those in Exercise 1. Point out that all the statements should score 1 for a healthy habit and 5 for an unhealthy habit.

When students have completed at least three statements, put them into groups. Students take turns to read out their statements while the others in the group listen and choose a number. They then agree on who has the healthiest diet in the group. Monitor as they are doing this to input any unfamiliar vocabulary that students need and to make a note of common errors as well as good usage. Write these up on the board, without naming students, and ask students to correct errors during whole-class feedback. Listen to some of the findings from each group as feedback.

Student's Book page 88–89

READING

1 Books closed. As a lead-in, write the following questions on the board:

What do you eat in restaurants?

Do you have a favourite restaurant?

How often do you go to restaurants?

Students discuss the questions with a partner or in small groups. Ask some of the groups to report back on their conversations in open class.

Books open. Give students time to individually read through the menu and decide what they would like to eat. Check/clarify: *steak, jacket potato, scoop*. Ask students to compare their choices with a partner before having a quick show of hands to find out which are the most popular choices.

2 2.25 Students read and listen to the dialogue and answer the question. Students compare answers with a partner before a whole-class check.

Answer

tomatoes

3 Students read through the dialogue again and answer the questions. Ask students to focus on the phrases used to order as well as what they order. Students compare answers with a partner before checking in open class. During feedback, elicit the phrases which were used to order the meal.

Answers

Anna: potato salad
pasta with tomato sauce
Jack: vegetable soup
fish and chips

4 Ask students to cover the dialogue and read through sentences 0–7. Check/clarify: *customer*. Students work in pairs to decide who says the sentences in a restaurant. When they have completed the exercise, they can find out which of sentences 0–7 appear in the dialogue (Sentences 2, 3 and 5) and find small differences between the remaining sentences and those in the dialogue. Check answers in open class. During feedback, say the sentences for students to repeat and check pronunciation and intonation.

Answers

1 C 2 W 3 W 4 W 5 C 6 C 7 W

GRAMMAR

I'd like … / Would you like …?

1 Working in pairs, students complete the sentences while looking back at the dialogue on page 88. Check answers. Ask students to find further examples of *would like* in the dialogue.

Mixed-ability

Stronger students may like to try to complete the sentences from memory without referring to the dialogue. Let them then read the dialogue quickly to check their ideas before a whole-class check.

Answers

1 like
2 I'd
3 would
4 We'd

Students work with a partner to complete the rule. Check answers.

Rule

1 like
2 like

2 Divide the class into pairs for students to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expressions rather than giving a literal translation of the individual words.

3 If you're short on time, set this exercise for homework. Read through the instructions and go through the example in open class. Students work with a partner to order the words in sentences 1–5. Check answers in open class.

Answers

1 Would you like some coffee?
2 I'd like fish and chips, please.
3 What would you like to eat?
4 We'd like to sit here.
5 What would you like to do this afternoon?

Fast finishers

Students write sentences describing five things they would like to do or wouldn't like to do. Listen to some examples after feedback on Exercise 3.

4 In pairs, students complete the sentences. Check answers in open class.

Answers

1 Would you like
2 Would you like
3 'd/would like
4 'd/would like

5 SPEAKING Divide the class into groups of three. Ask students to do a restaurant role play using the dialogue on page 88 as a guide, where one student is the waiter/waitress and the other two are customers. Tell them they can order from the menu or add new choices of their own if they wish. Students take it in turns to be the waiter/waitress. Monitor and help with any difficulties but do not interrupt unless errors impede communication. Ask volunteers to act out their dialogues in open class.

Workbook page 83 and page 126

PRONUNCIATION

For practice of intonation when giving two choices, go to Student's Book page 121.

VOCABULARY

Meals

1 2.28 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Read through the words one by one with the class, nominating individuals to match the words to items in the picture. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Play the audio for students to check answers. Check/clarify: *cereal*, *yoghurt*. Play the audio again for students to repeat the words together and check pronunciation.

Mixed-ability

Stronger classes: If you are using an IWB, zoom in on the picture and ask students to work with a partner to describe the food and try to say the names. When the majority of the students have finished, zoom out to show the words. Ask students to compare their ideas with the words in the book, and to match the words to the items in the picture.

Answers

2 C 3 A 4 I 5 B 6 G 7 F 8 H 9 D

Fast finishers

Ask students to think about different members of their family and write sentences to describe what they have for breakfast.

2 SPEAKING Students copy the table into their notebooks. Working individually, students complete the table with items from Exercise 1 and others of their choice. Monitor and help with any questions about vocabulary. When the majority of students have completed their tables, divide the class into pairs for students to compare their tables. Listen to some examples in open class as feedback.

Workbook page 85

WRITING

A meal plan for your friend

1 Read through the instructions in open class. In pairs, students exchange their tables from Vocabulary Exercise 2. Give them a minute or two to read through and check they understand everything. Working individually, students write a menu for their partner.

2 Students give the menu to their partner and decide if they are happy with the meals. Students might like to suggest ways to change the meal plans if they are not happy.

Student's Book page 90–91

PHOTOSTORY: EPISODE 5

The pizza

1 Ask students: *Can you remember what happened in previous episodes of the Photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

Answers

Tom's dad, Dan, Tom
They're in the kitchen making pizza.

2 2.29 Play the audio for students to listen and check their answers from Exercise 1 and answer the question. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answer

Ruby hates cheese.

3 EP5 Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

1 Andy's Chicken House
2 Ruby says the pizza is delicious, although the boys think she hates cheese.

4 EP5 Read through the sentences with the whole class. Play the video again while students watch and complete the exercise. Let them compare answers with a partner before checking with the whole class.

Mixed-ability

Stronger classes: Students can attempt to complete the exercise from memory before watching the video again to check their answers.

Answers

1 d 2 e 3 c 4 f 5 b 6 a

PHRASES FOR FLUENCY

1 Ask students to locate expressions 1–4 in the story on page 90 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Ask students to compare their answers with a partner before whole-class feedback.

Answers

1 Dad
2 Dad
3 Dad
4 Dan

2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expressions rather than giving a literal translation of the individual words.

3 Ask students to find and underline the expressions from Exercise 2 in the dialogue. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

> **Answers**
>
> 3 1 5 4 2 6

4 Ask students to read through and complete the dialogues. Go through the first sentence with them as an example. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

> **Answers**
>
> 1 The thing is
> 2 Of course, be careful

FUNCTIONS

Offering and asking for help

1 Students find the expressions in the Photostory. Check answers.

> **Answers**
>
> 1 Dan
> 2 Dad

2 Read through the answers and check understanding. Working in pairs, students match the answers to the questions in Exercise 1. During whole-class feedback, say the questions and answers for students to repeat and check pronunciation and intonation.

> **Suggested answers**
>
> Question 1:
> a
> c
>
> Question 2:
> b
> d

3 Look at the pictures and ask students to describe what they see. Students work in pairs to write a short dialogue for each picture. Encourage them to use expressions from Exercises 1 and 2. Monitor and help with vocabulary.

4 SPEAKING Students act out their dialogues. Monitor and check students are using the correct intonation. Listen to some examples in open class as feedback.

10 HIGH FLYERS

Objectives

FUNCTIONS	talking about achievement; talking about the past; asking for information about the past; talking about the weather
GRAMMAR	past simple: *was* / *wasn't*, *were* / *weren't*, *there was* / *were*; past simple: *Was he …?* / *Were you …?*; past simple: regular verbs
VOCABULARY	time expressions: past; the weather

Students' Book page 92–93

READING

1 Books closed. As a warm up, ask students: *What is your dream?* You may like to answer the question yourself to get them started. Tell them what your dream was when you were a child and what your dream is now. To help students answer the question, write some prompts on the board, e.g. *job*, *family*, *money*, *sport*, etc. Students work in pairs to answer the question. Listen to some examples in open class.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the pictures on the IWB. Say: *achievements*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class.

Answers

2 F 3 D 4 A 5 E 6 C

2 Look at the two photos with students. Divide the class into pairs for students to discuss the questions. Monitor and help with vocabulary. Listen to some of their answers in open class. If students do not recognise the two people, give them the names and try to elicit answers to Questions 2 and 3. If students have access to the Internet, they can do some research on Mother Teresa and Nelson Mandela in groups, and report their findings back to the class.

Answers

1 Mother Teresa, Nelson Mandela
2 Macedonia, South Africa
3 Mother Teresa became a nun and worked in India for most of her life, helping the poor. Nelson Mandela fought for equality for black people in South Africa and spent 27 years in prison for his beliefs.

BACKGROUND INFORMATION

Mother Teresa (1910–1997) was a nun who founded the Order of the Missionaries of Charity, a Roman Catholic group dedicated to helping the poor. She was a teacher until 1946, when she decided to dedicate her life to charitable works in India. In 1979 she was awarded the Nobel Peace Prize for her humanitarian work. By 1997, the Missionaries of Charity had 610 foundations in 123 countries.

Nelson Mandela (1918–2013) was a politician and activist who became the first black president of South Africa in 1994. In his youth, Mandela was a prominent member of the anti-apartheid movement, which campaigned against the racist policies of the government in South Africa. He directed peaceful protests for 20 years, but was sentenced to imprisonment for his beliefs in 1962. He was released in 1990. His fight for racial equality in South Africa led to the country's first democratic elections in 1994, when he became President. He won the Nobel Peace Prize in 1993.

3 Students work in pairs and name some famous people in their country. Make sure they discuss reasons why the people are famous. Listen to some examples. An alternative way to give feedback would be for one student to name a famous person and the rest of the class to say why the person is famous.

4 2.30 Tell students they are going to read and listen to an article about a woman called Valentina Tereshkova. Play the audio while students read the text to find the answer to the question. Tell them it is not important to understand every word but to focus on answering the question. Students compare their answer with a partner before checking in open class.

Answer

She was the first woman to go into space.

5 Read through the sentences with students and check/clarify: *century*, *carrier*. Encourage students to underline the key information in the sentences that they will be looking for in the text. Students read the text in more detail to put the events in order. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to refer to the parts of the text that support their answers.

Answers

2 d 3 a 4 b 5 c

THINK VALUES

Hard work and achievement

1 Read through the instructions and sentences 1–8. Elicit answers to the first sentence to act as an example. Students complete the exercise individually. Tell them there are no right or wrong answers and encourage them to think about why they believe each thing is important or not important. Ask: *Would you add anything else to the list?*

2 SPEAKING Read the example dialogue in open class. In pairs or small groups, students compare their ideas from Exercise 1. Tell students to make notes and see how many people have the same answers. Monitor and help with vocabulary as necessary. As feedback, ask for volunteers to report back to the class on what they found out.

Optional extension

Write on the board:

Woman of the 21st century

Man of the 21st century

Ask students to work in pairs or small groups and choose a winner for one or both of the prizes (stronger students could choose a winner for both prizes). Tell students they should make notes on the reasons for their choices and prepare a brief presentation for the rest of the class. If students have access to the Internet, allow them to search for information on their chosen people. Monitor and help with vocabulary and ideas. It is preferable if all groups choose different people. When students have prepared their presentation, ask groups to take it in turns to present their choices to the rest of the class.

Student's Book page 94–95

GRAMMAR

Past simple: *was* / *wasn't*; *were* / *weren't*; *there was* / *were*

1 Working in pairs, students refer back to the text to complete the sentences. Check answers.

Mixed-ability

Stronger students may like to try to complete the sentences from memory without referring to the text. They can then read the text quickly to check their ideas before a whole-class check.

Answers

1 was
2 wasn't
3 were
4 were

Students complete the rule and the table in pairs. Write the table on the board and nominate individuals to complete the gaps in open class during feedback. Drill some simple sentences with the verbs (e.g. *I was in the garden. I wasn't at school. They were sad. They weren't happy.*) for students to repeat and check pronunciation.

Rule

be

Table

1 was 2 were 3 weren't 4 wasn't

2 If you're short on time, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *to be*. Check answers. Point out the use of *there was* and *there were* in Question 2.

Answers

1 was, weren't, were
2 were, was, was, was

Fast finishers

Ask students to write example sentences of their own using *was/wasn't* and *were/weren't*.

Be aware of common errors related to the use of *was* and *were*, go to Get it right on Student's Book page 125.

Workbook page 90 and page 126

VOCABULARY

Time expressions: past

1 2.31 Books closed. As a lead-in, ask: *What month is it? What day is it today? What day was it yesterday? What time is it?* Elicit answers in open class.

Books open. Read through the instructions and time expressions. Students work in pairs to complete the exercise. Play the audio to allow students to check their answers. Ask students to add some more examples to each group if they can think of any.

Language note

Students may ask if it is possible to say *in morning/afternoon/evening*. Point out that we must say *in <u>the</u> morning/afternoon/evening*.

Answers

1 last
2 yesterday
3 in
4 at

2 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the pictures and nominate students to describe what they can see, using the phrases in Exercise 1. Alternatively, students can match the phrases and pictures in pairs before working together to write sentences. Monitor and help with vocabulary and to check that students are using the time expressions correctly. Listen to some examples in open class as feedback.

Answers

B Joseph was at the football match yesterday evening.
C Leo was at the cinema at 9 pm yesterday.
D Sam was in Paris in July 2014.
E Camilla was at a birthday party at 3.30 yesterday afternoon.
F Evelyn was at her grandparents' last night.

3 Look at the three times on the clocks in Exercise 2. Working individually, students make notes on what they were doing at the three times. Give an example of your own if necessary, e.g. *At a quarter past eleven yesterday morning, I was in my garden.* Monitor and help with vocabulary.

Fast finishers

Ask students to write sentences describing where they were at other times yesterday or last weekend.

4 SPEAKING Divide the class into pairs. Students expand their notes into full sentences and tell each other where they were. Encourage them to try to add further information, e.g. who they were with. Monitor and make a note of any repeated errors. During feedback, write errors on the board and elicit the correct answers.

5 SPEAKING Students report back information on their partner to the class. If you have a large class, divide students into small groups to report back on their partners.

Workbook page 93

LISTENING

1 Books closed. As a lead-in, nominate individuals to answer the following questions in open class:

Where were you last Saturday morning/afternoon/evening?

If two students give the same answer, ask the rest of the class:

Where were they on Saturday morning/afternoon/evening?

Books open. Look at the picture with students and elicit descriptions. Read the instructions and draw students' attention to the prompts in the box. Divide the class into pairs for students to say where they think Freddie and Vicky were and to think of ways to complete the sentences in the box. Write some of their ideas on the board but don't give the correct answers at this stage.

2 2.32 Tell students they are going to listen to a dialogue between Freddie and Vicky. Play the audio while students check their answers from Exercise 1. Tell students not to worry if they don't understand every word, but to focus on checking their answers. If necessary, play the audio again before whole-class feedback. During feedback, refer to the predictions you wrote on the board before the listening to see who predicted correctly.

Answers

On Saturday evening, Freddie was at Lara's birthday party.
On Saturday evening, Vicky was at the cinema.

Audio Script Track 2.32

Vicky Hi, Freddie.
Freddie Hi. How are you?
Vicky Well, I'm fine, but how are you? We were all at the cinema on Saturday evening. Only you weren't there. Where were you?
Freddie I'm sorry. I was … erm … at a birthday party.
Vicky OK. Whose birthday was it?
Freddie Oh, you don't know her. She's a good friend of mine. Her name's Lara.
Vicky OK. Was it a good party?
Freddie Oh, yeah. It was fantastic.
Vicky Great. Were there a lot of people?
Freddie No, there weren't. There were only twelve people, but they were all cool.
Vicky Why were they so cool?
Freddie Erm … well, they were just great really. There was Lara, my friend, and her sister Julia. There were four other girls. There was me, of course. And there were five other boys.
Vicky Five boys? Who were they?
Freddie They were from a band.
Vicky What was the band's name?
Freddie I can't remember. Ah, let me think … One Direction?
Vicky You are joking! One Direction? The famous One Direction? Were they really at the party?
Freddie Yes, they were. And their music wasn't bad.
Vicky Really? Wow? My favourite band were at the party! I can't believe it. You were so, so, so lucky! Wow!
Freddie Vicky, that was only a joke. One Direction weren't at the party. But their concert was live online. And that really wasn't bad.
Vicky Oh, Freddie. Very funny!

3 2.32 Read through the questions and answers in open class and check/clarify: *fantastic*. Play the audio again while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio once more, pausing to clarify answers.

Answers

1 a 2 d 3 b 4 f 5 c

GRAMMAR

Past simple: *Was he …? / Were you …?*

1 Students order the words to make questions. Check answers. You may want to explain that there are two possible answers for Question 3. Say the sentences for students to repeat and check pronunciation.

Answers

1 Were you at the cinema?
2 Was the music good?
3 Were there a lot of people? / Were a lot of people there?

2 Working in pairs, students match the answers to the questions. During whole-class feedback, ask: *What does 'it' refer to in Sentence a?* (the music). Say the answers for students to repeat. For further pronunciation practice, say each question for students to respond with the correct answer.

Answers

2 a 3 b 1 c

Ask students to work together with a partner to complete the table. Check answers in open class, referring to the questions in Exercise 1 to clarify and giving further examples as required.

Table

1 Were
2 wasn't
3 were

3 2.33 If you're short on time, and if students have access to the audio files online, set this exercise for homework. Go through the example as a class. Students complete the sentences with the correct form of *was*, *were*, *wasn't* or *weren't*. Play the audio while students check their answers. Alternatively, if you are short on time, students could complete the exercise at home and listen to the audio in the next lesson to check their answers. If time allows, play the audio again while students try to speak the lines in time with the audio. This is a great way for students to practise producing features of connected speech, such as rhythm and intonation. It's also lots of fun.

Mixed-ability

Weaker classes: If students have difficulty with this exercise, read through it with them and ask them to underline the subject in each sentence. They can then refer to the table to find the correct form of *to be* before completing the gaps.

Answers

1 was
2 was
3 Were
4 was
5 was
6 was
7 Were
8 weren't
9 was
10 was

Workbook page 90 and page 126

FUNCTIONS

Asking for information about the past

1 Books closed. As a lead-in, show students the photo of Valentina Tereshkova on page 93 and ask: *What do you remember from the text about Valentina?* Listen to some of their answers in open class, but do not comment at this stage.

Books open. Give students time to read through the sentences. Students work with a partner to complete the questions. Check answers in open class. In pairs, students ask each other the questions and try to remember the answers. Give students two minutes to find the answers in the article on page 93. Check answers. Alternatively, you could turn this into a memory game with groups scoring points for each correct answer.

Answers

1 Was
2 Were
3 Were
4 Was
5 Were

2 Working individually, students make notes about themselves to answer the questions. Monitor and help with vocabulary as necessary.

3 SPEAKING Divide the class into pairs or small groups for students to ask and answer the questions in Exercise 2. During whole-class feedback, listen to a few answers from each group.

Student's Book page 96–97

READING

1 Books closed. If you have access to the Internet, a good lead-in to this activity would be to show trailers from *X-Men* and the *Percy Jackson* films. Alternatively, write *superheroes* in the middle of the board and brainstorm names of superheroes. Write them on the board. Try to elicit the *X-Men* and *Percy Jackson*.

Books open. Look at the pictures with students. Divide the class into pairs for students to answer the questions. Monitor and help with vocabulary as necessary. Listen to some of their ideas and write them on the board, but don't give answers at this stage.

BACKGROUND INFORMATION

Storm is a character in the *X-Men* series of films, in which a group of superheroes save humanity from evil forces. There have been seven films in the series, beginning with *X-Men* in 2000. The films have been very popular, making more than $3 billion at the box office. Other *X-Men* characters are Professor X, Wolverine, Cyclops, Phoenix, Iceman and Rogue.

Percy Jackson first appeared in a series of 10 novels for teenagers written by Rick Riordan. The first two books were also made into films in 2010 and 2013. Percy is a troubled young boy with dyslexia, who is unaware that he is the son of a Greek god until he is called to Mount Olympus to stop a war between Zeus and Poseidon. Percy Jackson has also been made into a popular video game.

2 2.34 Students read and listen to the article to check their answers. As students are reading to get a general idea of the text and find the answers to Exercise 1, tell them not to worry if they don't understand every word. You might like to set a two-minute time limit to encourage them to read quickly. Allow them to compare answers with a partner before feedback in open class.

Answers

Storm can change the temperature and can make rain, sunshine, hurricanes, clouds and storms. Percy is a very fast swimmer; he can stay underwater for a long time; he can talk to sea animals and he can make sea storms.

3 Read through sentences 1–6 with students. Check/clarify: *died*, *good at using*, *at the beginning*, *hurricanes*. Students read the text again to decide if the sentences are true or false. Tell them to underline key information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the parts of text they have underlined. Ask students to correct any false information. Students work with a partner to complete the exercise.

Mixed-ability

Weaker classes: To help weaker students complete the exercise, pre-teach *hard*, *successfully*, *half-brother*, *in the end*.

Answers

1 F – They died in Egypt.
2 T
3 F – She didn't always use them successfully.
4 F – He was the god of the sea.
5 T
6 T

TRAIN TO THiNK

Sequencing

1 Look at the picture with students and nominate individuals to describe it. Ask students to identify who they think Kidhero is, but do not check answers yet. Tell students they are going to tell a story about Kidhero. Give students time to read through sentences a–h and check/clarify: *jumped*, *saved*. Point out that Sentence d is the beginning of the story and Sentence b is the end of the story. Divide the class into pairs for students to order the rest of the story. Check answers in open class. If you are using an IWB, prepare a board with the sentences in individual text boxes. During feedback, ask individuals to come to the board and drag and drop sentences into the correct order.

Answers

2 e 3 h 4 a 5 c 6 f 7 g

2 SPEAKING In pairs, students tell the story. Ask them to read the story aloud twice, taking it in turns to say a sentence, then try to remember the story without looking at the book. When students have practised the story, ask them to include the three extra lines and tell the story again. As feedback, re-tell the story in open class, nominating individuals to say one sentence each.

GRAMMAR

Past simple: regular verbs

1 Look at the example with students in open class. Ask students to work with a partner to complete the exercise. Check answers.

Answers

1 start
2 move
3 try

2 Working in pairs, students refer back to the text on page 96 and complete the sentences. Check answers in open class.

Answers

1 started
2 moved
3 tried
4 helped

Students now read through the rule and complete it with a partner. Check answers with the whole class. Remind students that the past simple has the same form for all persons, e.g. *I helped*, *she helped*, *we helped*, etc.

Rule

1 -ed 2 i

3 Ask students to refer to the rule and write the past simple forms of the verbs. Students check their answers in the text on page 96.

Answers

1 worked
2 died
3 hated
4 crashed
5 liked
6 worried

4 In open class, ask students: *Who is Bruce Wayne?* (Batman) *Do you know anything about him?* Listen to some of their ideas. Check/clarify: *attack*, *kill*, *crime*, *criminal*. Ask students to work with a partner to complete the exercise. Check answers in open class.

Answers

1 killed 2 arrived 3 decided 4 worked 5 called
6 tried 7 helped

Fast finishers
Ask students to write down ten more examples of verbs in the past simple, including some that end in *-e* and *-y*.

Workbook page 91 and page 126

PRONUNCIATION

For pronunciation practice of past simple regular verbs, go to Student's Book page 121.

VOCABULARY

The weather

1 2.37 Books closed. As a warm-up, ask students: *What is/was the weather like today / yesterday / last weekend? What is the weather like in April/August/December?* Elicit answers from students and write any weather vocabulary on the board.

Books open. Students work with a partner to match the sentences with the pictures. During whole-class feedback, listen to the audio for students to check their answers and practise pronunciation. Draw attention to the long vowel sounds in *raining*, *cloudy* and *warm*.

Answers

2 H 3 D 4 F 5 A 6 B 7 E 8 C

2 Read through the instructions with students. Ask students to work with a partner and complete the dialogues. Monitor and help with any queries. During feedback ask pairs to say the dialogues in open class. Encourage them to say sentences with enthusiasm when there is an exclamation mark.

Answers

1 It's sunny / It's hot / It's warm
2 It's snowing
3 it's windy

Fast finishers
Ask students to write sentences to describe the weather they like / don't like, e.g. *I like* / *don't like it when it's sunny/rainy*, etc.

3 SPEAKING Students work in pairs to write similar dialogues, then act them out. Monitor and help with vocabulary and check pronunciation and intonation. Encourage them to be creative and refer to Exercise 2 for ideas on how to expand their dialogues.

Workbook page 93

Student's Book page 98–99

CULTURE

Statues

1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Look at the photos and read the words one by one. Nominate students to find the things in the photos. Alternatively, students complete the activity in pairs before checking answers with the whole class.

Answers

Photo 1: upside down
Photo 2: shoulders, suit
Photo 4: desert, sand

2 2.38 Read the instructions and check/clarify: *statue*. Play the audio while students read and listen to the article to complete the exercise. Tell them not to worry if they do not understand every word, but to focus on answering the question. Allow them to compare answers with a partner before a whole-class check.

Answers

The statue of Charles La Trobe is in Melbourne, Australia.
The statue of Franz Kafka is in Prague, the Czech Republic.
The statue of Hachiko is at a station in Tokyo, Japan.
The Hand of the Desert is in the Atacama Desert in Chile.

3 Read through the sentences with students and check/clarify: *unusual*, *sculptor*. Encourage students to underline the key information in the sentences that they will be looking for in the article. Students read the article to find out if the statements are true or false. Suggest that they underline the parts of the text that helped them find their answers. Students check their answers with a partner before feedback. During feedback, ask individuals to correct the false statements.

Mixed-ability
Ask stronger students to answer any of the questions they can from memory before they read the text again.

Answers

1 F – He was from Prague.
2 T
3 T
4 F – He waited at the station.
5 T

WRITING

A statue in my town

1 As a lead-in, ask students: *Are there any statues in your town? Can you name any famous statues?* Listen to some of their ideas. Tell students they are going to read a text written by a girl who has an idea for a new statue. Students read the text and answer the question. Allow them to compare their answers with a partner before a whole-class check.

> **Answer**
>
> She wants a statue of The Stone Roses because they were important for Manchester and their music helped people all over the world know about the city.

BACKGROUND INFORMATION

The Stone Roses are a four-piece rock band who formed in Manchester in 1983. Their first album in 1989 mixed rock and dance music and was a great critical and commercial success. Their most popular songs include *Made of Stone*, *She Bangs the Drums* and *I Wanna Be Adored*. Their second album took nearly 4,000 hours to record and was not successful. The band split up in 1995 and didn't play together again until 2011, when they played a series of sold-out concerts.

2 Students work with a partner to read the text again and find examples of the past simple. During feedback, clarify the use of *didn't* + base infinitive to form the negative past simple.

> **Answers**
>
> started, recorded, was, called, had, didn't like, stopped, played, were, helped

3 This exercise helps students understand how to organise a text. Read through the instructions and the three items. Ask students to work with a partner to think about the best order before looking back at the text to check their ideas. Check answers in open class.

> **Answers**
>
> 2 3 1

4 Read through the instructions in open class. Give students time to plan and make notes about their own statue. This can be done individually or as a collaborative activity with students working in pairs to complete the activity. Monitor and help with ideas and vocabulary. Suggest that students use Maggie's text as a model.

5 The writing task can be set as homework or completed in class. When students have completed their texts, display them on the walls of the classroom for students to read each other's work. Have a show of hands to decide which statue should be built.

Student's Book page 100–101

CAMBRIDGE ENGLISH: Towards Key

THiNK EXAMS

READING AND WRITING

1 Part 3: Dialogue matching

> **Answers**
>
> 1 F 2 H 3 A 4 D 5 B

TEST YOURSELF UNITS 9 & 10

1 VOCABULARY

> **Answers**
>
> 1 warm 2 yesterday 3 carrots 4 in 5 at
> 6 sandwich 7 cloudy 8 last 9 juice 10 meat

2 GRAMMAR

> **Answers**
>
> 1 Would 2 was 3 must 4 Can 5 mustn't 6 were

3

> **Answers**
>
> 1 ~~play~~ played 2 ~~was~~ were 3 ~~to do~~ do 4 ~~having~~ have
> 5 ~~tryed~~ tried 6 ~~like~~ 'd like / would like

4 FUNCTIONAL LANGUAGE

> **Answers**
>
> 1 help, thanks 2 yesterday, was 3 open, course
> 4 Can, problem

11 A WORLD OF ANIMALS

Objectives

FUNCTIONS	asking and answering about past holidays; talking about ability in the past; describing a picture; sequencing (in a story)
GRAMMAR	past simple: irregular verbs; past simple (negative and questions); *could* / *couldn't*
VOCABULARY	verb and noun pairs; adjectives

Student's Book page 102–103

READING

1 Books closed. As a warm up, elicit or explain: *pet*, and ask students: *Do you have any pets at home? What's the name of your pet?* You may like to answer the question yourself to get them started. Tell them about any animals you have now or had when you were a child. Listen to some examples in open class. Ask: *Which pet has the funniest name?*

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *bear*, and nominate a student to call out the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Say the words for students to repeat and check pronunciation. Pay particular attention to the variety of different vowel sounds in the words. Practise these by saying just the vowel sounds and asking students to respond with the name of an animal that contains that sound.

Answers

2 I 3 D 4 L 5 C 6 J 7 K 8 A 9 G 10 E
11 H 12 F

2 In open class, ask students: *What are the plural forms of the animals in Exercise 1?* Ask them: *Which of the animals has an irregular plural form?* (sheep). Check/clarify: *countryside*. Ask students to work individually to complete the sentences. Point out that there are various possible answers for each question. When the majority of students have completed the exercise, divide the class into pairs or small groups for students to compare their answers. Listen to some of their answers in open class as feedback.

Suggested answers

1 dogs/cats/birds
2 dogs/cats/birds
3 horses/snakes/rabbits/sheep/cows/birds
4 students' own answers
5 students' own answers
6 horses/dogs/cats/sheep/cows
7 Horses/Dogs/Cats/Rabbits/Tigers
8 snakes/cows/elephants/gorillas/birds
9 rabbits/sheep/cows/birds

3 2.39 Look at the photos on page 103 and elicit answers from individuals. Write students' ideas on the board to refer back to once they have read the article. Students read and listen to the article to get an overall understanding of what the article is about. Allow students to compare answers with a partner before a whole-class check. During feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

4 Give students a minute to read through the instructions and sentences. Check/clarify: *horse ride*, *ran away*, *scared*, *fell off*. Students work with a partner to decide which key information they need to look out for in the article. Students read the article and complete the exercise. As they read, encourage them to underline the parts of the article that support their answers. During whole-class feedback, ask students to refer to the text and to explain why they chose their answers.

Answers

1 have a nice horse ride
2 different horses
3 it
4 Tonk
5 fell off
6 Erin and Tonk
7 saved

THINK VALUES

Animals and us

1 Read through the four sentences in open class. In pairs, students discuss the question and agree on an answer. During feedback, listen to some of their ideas and their reason for choosing their answer.

Suggested answer

B

2 Give students two minutes to read the sentences and check understanding. Students work individually to complete the exercise. Monitor and help with any questions.

3 SPEAKING Divide the class into pairs for students to discuss their answers. Monitor to encourage students to give reasons for their answers if possible. Avoid interrupting to correct errors as the focus of this task is on fluency, not on practice of structures or lexis. During feedback, listen to some examples in open class and encourage further debate on some of the issues. Have a show of hands to see if there's something that everybody in the class agrees or disagrees with.

Optional extension

Write the following animals on the board:

cow fish dog horse cat tiger
snake rat rabbit pig

In open class, ask: *Which ones do we keep as pets? Which ones do we eat? What do we use the animals for?*

Ask students to work in pairs or small groups to decide which is the most important animal and why.

As feedback, listen to some of their ideas and have a show of hands to decide on which are the most important animals.

Student's Book page 104–105

GRAMMAR

Past simple: irregular verbs

1 Books closed: As a lead-in, write the following verbs on the board: *help*, *start*, *like*, *worry*, *hate*, *crash*. Ask students to work with a partner to write down the past simple form of the verbs and to remember the rules concerning regular verbs in the past simple. Allow students to look back to page 97 if they are not sure. Check answers in open class.

Ask students: *Which tense was used in the article on page 103?* (past simple). Read through the two example sentences and elicit the two verbs in the past simple (*put*, *ran*). Students work with a partner to look back at the article and find the past simple forms of the verbs in the table. Stronger students may like to try to complete the exercise from memory before looking back at the article to check their answers.

Check answers in open class. Elicit or explain that not all verbs are followed by *-ed* in the past simple, and that we call these verbs irregular verbs. Point out that there are no rules for the formation of irregular verbs in the past simple; they need to be learned individually. Say the verbs and past simple forms for students to repeat and check pronunciation. Pay particular attention to the different vowel sounds between infinitive and past simple forms.

Answers

3 came
4 fell
5 found
6 got
7 gave
8 went
9 knew
10 made
11 saw
12 took

Fast finishers

Ask students to write true sentences about themselves using the irregular verbs in the past simple. Listen to some examples after feedback.

2 Look at the verbs in the list in open class. Draw students' attention to the irregular verb list on page 128 in the Workbook to help them find the past simple form of the verbs. Students work with a partner to complete the exercise. Check answers in open class. Point out the verb and noun pairs: *to take a photograph*, *to get a present*. Say the past simple forms for students to repeat.

Answers

0 came
1 saw, took
2 ran, fell
3 got, gave
4 wrote, forgot
5 ate, drank

Be aware of common errors related to the form and spelling of irregular past forms, go to Get it right on Student's Book page 126.

Past simple (negative)

3 Look at the example in open class and clarify that as the information was false, the verb has been changed from positive to negative. Students work in pairs to correct Sentences 1 and 2.

Answers

1 Tonk didn't want to move.
2 Erin didn't stop to think.

Students complete the rule with a partner before a whole-class check. Point out that we usually use the contracted form *didn't* when speaking. Clarify the formation of the negative using the answers to Exercise 3 and give further examples if necessary. Ask students to work with a partner and think of two examples of their own. Listen to some of their ideas.

Rule

1 base
2 the same
3 the same

4 If you're short on time, set this exercise for homework. Read through the example. Students work with a partner to complete the exercise. Check answers in open class.

Answers

1 I didn't see my friend at the party.
2 We didn't have a good time.
3 I didn't take a photograph.
4 Our friends didn't come to see us.
5 She didn't find her phone.

Be aware of common errors related to the use of the past simple negative form, go to Get it right on Student's Book page 126.

Workbook page 100 and page 127

VOCABULARY

Verb and noun pairs

1 Write *have/do/get/go a present* on the board. Ask: *Which verb is correct?* and elicit the correct answer (*get*). Tell students that certain verbs and nouns go together. Students work with a partner to choose the correct verbs in the sentences. Check answers.

Answers

1 have
2 made
3 got

2 Read through the phrases and check/clarify: *a noise, a shower*. If you have access to an IWB, this can be done as a heads-up activity with books closed. Before the lesson, use the text icon to prepare a screen with the phrases, each in a separate text box. Students work with a partner to categorise the words. When most of the pairs have completed the exercise, nominate individuals to come to the IWB and drag and drop the words into the six groups. If words can fit into more than one group, create a new text box and add the word to the category. Alternatively, students complete the exercise in the book and check answers in open class.

Answers

have: a break, a good time, a shower, homework, something
take: away, a shower, photographs, something
make: a mistake, a noise, something
do: homework, something
get: angry, away, excited, homework, something
go: away, on holiday

Fast finishers

Students can write sentences including some of the verb and noun pairs. Encourage them to use the past simple if possible.

3 Students work in small groups to add the words to the correct columns. This could be done as a competition with students scoring one point for each correct answer and two points if they are the only group to think of a particular verb and noun pair. Set a five-minute time limit. When time is up, elicit answers from students and write them on the board. Encourage students to copy the words into their notebooks.

Answers

(have/take) a bath
(have) a party
(take/get) a train
(have/make/get) breakfast
(have) fun
(go) skiing

4 If you're short on time, set this exercise for homework. Students work individually to complete the sentences. Students can refer to Exercise 2 to help them with their answers if necessary. Monitor and help with any difficulties.

5 SPEAKING Divide the class into pairs or small groups for students to compare their answers. Listen to some examples in open class as feedback.

Workbook page 103

LISTENING

1 2.40 Books closed. As a lead-in, write the following questions on the board:

Where do people usually go on holiday in your country?
Where do they usually stay?
What do they do on holiday?
What animals can they see?

Students discuss the questions in small groups. Monitor and help with vocabulary. Listen to some examples in open class as feedback and write any interesting vocabulary on the board.

Books open. Tell students they are going to hear two young people talking about holidays. Give them a minute to read the questions and look at the pictures. Play the audio while students listen and complete the exercise. Students compare answers with a partner before a whole-class check.

Answers

1 A 2 B 3 C

Audio Script Track 2.40

Ian Hey, Becky. Did you have a good holiday?
Becky Hi, Ian. Yes, thanks, it was awesome.
Ian Where did you go?
Becky Belize.
Ian Where?
Becky Belize. It's in central America. South of Mexico.
Ian Oh, right. So why did you go there?

Becky	Because there are amazing animals and birds there. We all love animals in my family. In fact my dad worked in a zoo a long time ago.
Ian	Oh, I didn't know that. So, did you see any exciting animals?
Becky	Yes, we did! Lots. We wanted to see cats, but ….
Ian	Cats? They're not exciting. We've got cats at home!
Becky	Don't be silly. I mean big cats.
Ian	Big cats – like tigers?
Becky	That's right, but there aren't any tigers in Belize. But they've got jaguars there!
Ian	Wow. Did you see one?
Becky	No, we didn't – but we heard them outside at night. Sometimes they made a really loud noise!
Ian	You heard them? Outside your hotel?
Becky	No! You see, we didn't stay in a hotel.
Ian	Where did you stay, then? Not in a tent!
Becky	Yes, we went camping! It was fantastic.
Ian	But that's dangerous!
Becky	No, not really. Well, a little bit. I mean, sometimes there are snakes. I saw a snake one day. It was yellow and black and …
Ian	What! Jaguars AND snakes? That doesn't sound like a fun holiday!
Becky	OK. Anyway, Ian, what did you do on your holiday?
Ian	Um, well, I stayed on my uncle's farm for two weeks. I helped to look after the sheep and the cows.
Becky	Oh, so you were with dangerous animals too!
Ian	Ha, ha – very funny! And you know, sometimes cows are dangerous … one day …

2 2.40 Read through the questions in open class and check understanding. Play the audio again while students choose the correct answers. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio again, pausing to clarify answers.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to complete the exercise from memory before listening to the audio again to complete the exercise. Check answers in open class.

Answers

1 B
2 C
3 A

THiNK SELF-ESTEEM

Animals and nature

Read through the four statements in open class and check understanding. Students work individually and tick the statements that are true for them.

Optional extension

Divide the class into four groups with one statement per group. Within each group, ask students to form groups with other students that have the same opinion about their statement and make a list of reasons for their opinion. Students present their opinions in open class and encourage further discussion.

GRAMMAR

Past simple (questions)

1 Read through the questions in open class. Students work with a partner to try to remember how to complete the questions from the listening. If students can't remember, play the audio again for students to find the answer. Check answer in open class.

Divide the class into pairs and ask students to complete the rule. During whole-class feedback, use the examples in Exercise 1 to clarify the rule.

To check understanding at this point, elicit a few more examples of past simple questions.

Answers

1 Did
2 Did
3 did
4 did

Rule

did

2 Go through the example in open class and check understanding of the exercise. Students work with a partner to put the words in the correct order to make questions. Check answers in open class. Say the questions for students to repeat and check pronunciation. Make sure students are stressing the main verb and not *did*.

Answers

1 Did she have a good time?
2 Did you watch that programme on TV?
3 Did they take a lot of photographs?
4 What did you have for breakfast?
5 Where did you go last night?

Fast finishers

Ask students to write some questions in the past simple to ask other students in open class after feedback.

3 If you're short on time, set this exercise for homework. Go through the example, and make sure students understand they should use the same verb in A as in B. Students work with a partner to complete the dialogues. During whole-class feedback, ask pairs to say the dialogues in open class.

Mixed-ability
To make it easier for weaker students to complete the questions, give them each verb in the infinitive before they complete the exercise.

Answers
1 did you go
2 did you see
3 did you eat

4 SPEAKING Divide the class into pairs. Students write questions to ask their partner. Monitor and help with vocabulary and check students are forming past simple questions correctly. Make a note of any repeated errors to refer to during feedback. Students ask and answer questions. Encourage students to use short answers (*Yes, I did. / No, I didn't.*) where appropriate. Listen to some example questions and answers in open class as feedback.

Optional extension
For further practice of past simple questions, divide the class into different pairs and ask students to ask their new partner about their previous partner's holiday, e.g.
Did Maria stay in a hotel?
Yes, she did.
Did she take photographs?
No, she didn't.

Workbook page 101 and page 127

PRONUNCIATION

For pronunciation practice of past simple irregular verbs, go to Student's Book page 121.

Student's Book page 106–107

READING

1 Books closed. As a lead-in, ask students: *Do you remember which animals were in the pictures on page 102?* Write their answers on the board and brainstorm the names of other animals in open class. Try to elicit some which are endangered, for example *tiger*, *panda*, *rhino*. Write them on the board and draw a circle around any that are endangered. Ask students why you have circled the animals (they are endangered) and if they feel any others should be circled. Tell students there are not many of the endangered animals in the world now. Put a cross through one of the animals and elicit/teach: *extinct*. Ask: *Do you know any extinct animals?*

Books open. Tell students they are going to read about three extinct animals. Look at the pictures in open class and nominate individuals to describe them. Students read the article quickly to match the animals with the pictures. Check answers.

Answers
1 A
2 C
3 B

2 2.43 Students read and listen to the article to answer the question. Allow them to check answers with a partner before whole-class feedback.

Answers
the dodo – the island of Mauritius, in the Indian Ocean
the sabre-toothed cat – in North and South America
the woolly rhinoceros – in the middle of Europe and Asia

3 Using the pictures, check/clarify: *woolly*, *fly*, *kill*, *teeth*, *horns*. Ask student to work with a partner to read the article more carefully and complete the exercise. Check answers.

Mixed-ability
Stronger students may like to try to complete the exercise from memory before looking back at the text to check their answers.

Answers
1 the dodo, the woolly rhinoceros
2 the sabre-toothed cat
3 the dodo
4 the sabre-toothed cat
5 the dodo

GRAMMAR

could / couldn't

1 Read through the instructions and the sentences with students. Ask students to look back at the text and complete the sentences. Check answers. Read through the rule in open class and use the sentences from the article to clarify. Ask: *How do we say* could *in the present?* (*can*).

Say: *could/couldn't* aloud for students to repeat and check pronunciation. Point out that *could* and *good* have the same vowel sound.

Answers
1 could
2 couldn't

2 Give students a minute or two to read through the verbs in the list and the sentences. Clarify that the cross at the end of the sentence means the sentence should be negative and the tick means it should be positive. Students work with partner to complete the exercise. Check answers in open class.

Answers
1 couldn't read
2 could play
3 could ride
4 couldn't drive
5 could speak

Fast finishers
Ask students to look back at Grammar Exercise 2 on page 68 and re-write the sentences with *could* or *couldn't*.

3 SPEAKING Divide the class into pairs. To get them started on this activity, talk about what you could/couldn't do when you were five years old. Students complete the exercise. Monitor to help with vocabulary and praise students for any original ideas that are expressed correctly. During feedback, listen to some of their ideas and write any examples that are not in the book on the board. For further practice, ask students to tell their partner if they could/couldn't do the things you have written on the board.

Workbook page 101 and page 127

VOCABULARY

Adjectives

1 2.44 If you are using an IWB, zoom in on the pictures and hide the adjectives. Alternatively, ask students to cover the adjectives in their books. Students work with a partner to describe the pictures. Nominate individuals to describe what they can see. Zoom out to show the adjectives. Ask students to match the adjectives to the pictures and find out if they had used any of the adjectives in their descriptions. Check answers. Say the adjectives for students to repeat and check pronunciation.

Answers

1 dirty
2 boring
3 dangerous
4 beautiful
5 clever
6 horrible

2 Students work with a partner to complete the exercise. Check answers.

Answers

dirty – clean
dangerous – safe
beautiful – ugly
clever – stupid
horrible – lovely

Fast finishers
Ask students to write down more adjectives with opposites.

3 SPEAKING Read through the list of topics with students and check understanding. Divide the class into pairs or small groups for students to discuss the topics. Encourage students to agree or disagree with each other's answers. Monitor to help with any questions about vocabulary and to encourage students to use adjectives from Exercise 1. Listen to some of their answers in open class.

Workbook page 103

Student's Book page 108–109

PHOTOSTORY: episode 6

The spider

1 Ask students: *What happened in previous episodes of the Photostory?* If you are using an IWB, project the images onto the board and ask students to close their books. Students look at the photos and read the questions. Ask them to guess answers to the questions. Write some of their ideas on the board.

2 2.45 Play the audio for students to listen and check their answers from Exercise 1. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

spiders
horrible

3 EP6 Ask students: *What do you think happens next?* Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage. Play the video for students to watch and check their answers. During whole-class feedback, refer to students' ideas on the board. Ask: *Who guessed correctly?*

Answers

1 Dan puts a fake spider on her hand.
2 a snake

4 EP6 Read through the sentences with the whole class. Play the video again while students watch and complete the exercise. Let them compare answers with a partner before checking with the whole class.

Mixed-ability
Stronger classes: Students can attempt to complete the exercise from memory before watching the video again to check their answers.

Answers

2 a 3 b 4 c 5 e 6 g 7 d

PHRASES FOR FLUENCY

1 Ask students to locate expressions 1–4 in the story on page 108 and underline them. To encourage speed-reading, you could do this as a race and ask students to find the expressions as quickly as possible. Students then work out who said the expressions. Ask students to compare their answers with a partner before whole-class feedback.

Answers

1 Tom
2 Ruby
3 Ruby
4 Ellie

2 Students work with a partner to complete the exercise. Listen to some of their answers in open class. Make sure students are translating the meaning of the expressions rather than giving a literal translation of the individual words.

3 Ask students to find and underline the expressions from Exercise 1. Working in pairs, students order the dialogue. Check answers. Drill the dialogue in open class (for students to repeat together), paying attention to the intonation of sentences and questions.

Answers

7 5 1 3 6 2 4

4 Go through the example and ask students to complete the dialogues. During feedback, say the sentences for students to repeat. Drill sentences to ensure correct pronunciation. In pairs, students practise the dialogues.

Answers

1 Poor you
2 suddenly
3 All right

FUNCTIONS

Sequencing (in a story)

1 Tell students they are going to read a blog written by an animal. Working individually, students quickly read the text to find the animal. Check the answer. Ask: *Which words helped you decide on your answer?* (*took the milk*, *ate some grass*).

Answer

b

2 Divide the class into pairs. Students work together to underline words in the text that told them when things happened and the order in which they happened. Do the first one with them as an example if necessary (*Today*). Monitor and help with any questions. Check answers in open class. Point out that *then*, *after that* and *later* can be used in any order.

Answers

Today
early
at 05.00
First
Then
After that
Later
Finally

WRITING

A day in the life of an animal

1 This exercise can be completed individually or as a collaborative activity with students working together to write the blog entry. Students choose an animal and make notes on its typical day. Monitor and help with vocabulary and ideas if required.

2 If you're short on time, set this exercise for homework. Read the instructions and clarify that students should use the past simple and sequencing phrases similar to those in the cow's blog entry. Ask students to expand their notes into full sentences.

3 When students have completed their blogs, divide the class into pairs for students to read each other's blog and guess the animals. Alternatively, display them on the walls of the classroom for students to read each other's work. During whole-class feedback, elicit the names of each of the animals in the blogs. Have a show of hands to vote on the best blog entry.

12 GETTING ABOUT

Objectives

FUNCTIONS	talking about travel and transport; comparing things; at the train station
GRAMMAR	comparative adjectives; *one* / *ones*
VOCABULARY	transport; geographical places

Student's Book page 110–111

READING

1 As a lead-in, brainstorm all the modes of transport that students use regularly. Write a list on the board.

Books open. If there is an IWB (interactive whiteboard) available in the classroom, this activity would best be done as a heads-up activity with the whole class. Display the photos on the IWB. Say: *a bike*, and nominate a student to point to the correct letter on the board. The rest of the class agree or disagree with the answers. Alternatively, students do the activity in pairs before checking answers with the whole class. Ask: *Which of these forms of transport do you like best? Why?*

Answers

2 A 3 B 4 E 5 D

2 SPEAKING Divide the class into pairs for students to answer the question. You may like to write some adverbs of frequency on the board (*always*, *often*, *sometimes*, *never*) for students to use. Listen to some of their answers in open class.

3 To check understanding of *fast* and *slow*, write three speeds on the board (e.g. A: 100kph, B: 70kph, C: 30kph). Ask: *Which is fast?* (A) *Which is slow?* (C).

In pairs, students discuss how to order the types of transport. Listen to some of their ideas in open class.

4 2.46 Tell students they are going to read and listen to an article about a race between four types of transport. Read through the instructions. Clarify that students should give the *1st* medal to the fastest type of transport and so on. Tell students to focus on completing the exercise and not to worry if they don't understand every word. Play the audio while students read the article and complete the exercise. Students compare answers with a partner before whole-class feedback.

Answers

1 bike
2 speedboat
3 underground/bus
4 car

5 Read through the questions in open class. Check/clarify: *result*, *surprise*, *presenters*. Students read the article again to match the questions with the answers. Ask students to underline the parts of the text that helped them find the answers. Students can compare answers in pairs before whole-class feedback. During feedback, ask students to explain which parts of the text helped them decide on their answers.

Answers

1 a 2 f 3 b 4 e 5 c

THiNK VALUES

Transport and the environment

1 Divide the class into pairs for students to discuss which title is the best. Have a show of hands to find out which title the class think best sums up the article and ask them to give reasons for their choice.

2 Read through the instructions with students. Check/clarify: *environment*. Students work individually to rank the six vehicles from best to worst.

3 SPEAKING Divide the class into pairs or small groups for students to compare their answers. Encourage them to try to give reasons for their answers. Monitor and help with vocabulary. As feedback, have an open class discussion and try to come to agreement on the best order.

Optional extension

Ask students to draw a pie chart showing how their travelling time is divided. Draw an example of your own and explain it to students (e.g. *I spend 50% of my travelling time on a bus, 20% in a car and 30% on a bicycle*). When students have drawn their charts, divide the class into pairs for students to compare with a partner.

Alternatively, students can write sentences about what transport they use to go to different places, e.g. *I go by bike to my grandparents' house. I take the bus to school and I go shopping in the car.*

Student's Book page 112–113

VOCABULARY

Transport

1 2.47 Students work with a partner to match the words to the photos. Play the recording while students check answers. Play the recording again, pausing after each word for students to repeat and check pronunciation.

Answers

2 D 3 E 4 F 5 B 6 C

2 In pairs, students complete the exercise. Check answers.

Answers

1 motorbike, taxi
2 train
3 ferry
4 plane, helicopter

Fast finishers

Ask students to write full sentences describing what each form of transport travels on, e.g. *A taxi travels on roads.*

3 SPEAKING Give students a five-minute time limit to work in pairs or small groups and write as many words as possible to add to the lists. You might like to allow them to use dictionaries for translations if they have difficulties. After five minutes, ask students to count the number of words in their lists. Elicit answers from the group with the most answers and write them on the board. Add any further answers from the other groups. Encourage students to copy the lists in their notebooks.

Workbook page 111

GRAMMAR

Comparative adjectives

1 Students look back at the article on page 111 and tick the sentence that isn't true. Allow them to compare their answer with a partner before a whole-class check.

Mixed-ability

Stronger students can try to complete the exercise from memory before looking back at the article to check their ideas.

Answer

Tick: 3

Look at the table with students and check understanding of the adjectives. Students work with a partner to complete the gaps with the words from Exercise 1. Check answers.

Table

1 cheaper
2 healthier
3 more dangerous
4 better

Students read through the rule with a partner and complete the gaps. During whole-class feedback, refer to Exercises 1 and 2 and further examples of your own to clarify the answers.

To check understanding of the use of comparatives, say some sentences and ask students to decide if they are true or false. For example, *A bicycle is cheaper than a helicopter.* (true) *France is bigger than Russia.* (false), etc.

Rule

1 i
2 more
3 worse

Language note

Due to L1 interference, students may produce comparatives like *more bigger than …* or *It's hotter that … .* Refer them to the rule and give further examples to clarify. Also refer them to the Get it right exercise on page 126.

2 Students work with a partner and complete the exercise. Refer them to the rule to help them decide on the answers. Check answers in open class.

Fast finishers

Ask students to write sentences using the comparative forms of *happy*, *difficult*, *funny* and *hot*, e.g. *My sister is happier than her friend.*

Answers

1 more exciting
2 slower
3 more difficult
4 happier
5 safer
6 smaller
7 funnier
8 hotter
9 faster

3 Working individually, students write sentences comparing the types of transport. Monitor and check students are using comparative forms correctly.

4 SPEAKING Working in pairs or small groups, students read their sentences for their partner to guess the type of transport. Look at the example in the book and give further examples of your own to get them started if necessary. Highlight the use of the pronoun *they* in the example and check students understand that it refers to *cars*. Monitor and check intonation and pronunciation. Listen to some examples in open class as feedback.

Optional extension

Ask students to work in pairs and take turns to say sentences using the comparative forms in Exercise 1. Student A should say the beginning of the sentence and student B should finish it so that the sentence makes sense.

For example:

A: *Madrid is more exciting than …*

B: *Barcelona.*

To make the activity competitive, give one point for each correct ending. However, endings must be given immediately without hesitation and must make sense. Allow students to debate answers if they think the ending is not correct.

Be aware of common errors related to the use of comparative forms, go to Get it right on Student's Book page 126.

Workbook page 108 and page 127

PRONUNCIATION

For pronunciation practice of word stress in comparatives, go to Student's Book page 121.

LISTENING

1 2.50 Books closed. As a lead-in, write the following questions on the board:

How often do you go on a train?

When was your last train journey? How long was it?

Do you like travelling by train? Why? / Why not?

In pairs, students discuss the questions. Nominate students to report back on their conversations in open class. Ask: *Who had the longest train journey?*

Books open. Tell students they are going to hear a conversation at a train station. Read through the instructions with students and check understanding. Look at the travel information. Check/clarify: *platform*, *single* and *return*, and elicit predictions as to what will go in each gap. Play the audio while students listen and complete the details of Amy's journey. Students check answers with a partner before whole-class feedback.

Answers

1 9.45
2 £16.40
3 13

Audio Script Track 2.50

Man	Good morning. How can I help you?
Amy	Good morning. I want to go to Brighton. What time's the next train?
Man	The next one is at quarter past nine.
Amy	And the one after that?
Man	There's one at 9.40. But that's the slower train. It stops everywhere.
Amy	Hmm, that's not so good.
Man	But if you wait for another five minutes you can get the 9.45. That's much quicker.
Amy	What time does that one arrive in Brighton?
Man	At quarter to eleven.
Amy	Quarter to eleven. And how much is a ticket to Brighton?
Man	Do you want a single or a return?
Amy	A return ticket, please.
Man	Returning today?
Amy	No, I want to come back on Friday.
Man	Friday. OK, that's £16.40, please.
Amy	What platform does the train leave from?
Man	Platform 13. It's on the other side of the bridge.
Amy	And do you know what platform it arrives at in Brighton?
Man	The platform it arrives at?
Amy	Yes, my mum wants to meet me off the train there.
Man	OK, let me see. The 9.45 … arrives in Brighton at platform … 9.
Amy	Platform 9. I'll text my mum. Thank you so much.
Man	You're welcome. And have a good journey.

2 2.50 Read through the questions with students and check understanding. Play the audio again while students complete the exercise. Allow them to compare answers with a partner before checking in open class. If necessary, play the audio a third time, pausing to clarify answers.

Mixed-ability

Stronger classes: Students may like to work in pairs and try to answer the questions from memory before listening to the audio again to complete the exercise. Check answers in open class.

Answers

1 It's slower.
2 on Friday
3 on the other side of the bridge
4 her mum

FUNCTIONS

At the train station

1 Give students a minute or two to read through the sentences. Check/clarify: *sales assistant*, *customer*. Divide the class into pairs for students to complete the exercise. Check answers in open class. During feedback, say the sentences for students to repeat as a class. As students will be reproducing similar sentences in their own dialogues in Exercise 2, pay particular attention to intonation.

Answers

1 C 2 C 3 C 4 SA 5 SA 6 C 7 SA

2 SPEAKING In pairs, students use the sentences in Exercise 1 to create their own dialogue. Give them time to read through their dialogue several times. Monitor to make notes on students' pronunciation and intonation for future reference, but don't interrupt the flow of their conversations to correct them. Listen to some of the dialogues in open class as feedback.

TRAIN TO THINK

Comparing

1 Draw the diagram on the board – this will make easier to give instructions and feedback. To clarify the exercise, say: *drive* and elicit that it should go in the Cars circle. Say: *wheels*, and elicit that it should go in the centre as both bicycles and cars have wheels. Students work with a partner to write the remaining words in the diagram. During feedback, nominate individuals to come to the board and add the answers to the diagram.

Answers

Cars: radio, engine, drive
Bikes: healthy, cheap, ride
Both: wheels, lights, dangerous, quick

2 Students work with a partner to make a list of more words to add to the diagram. Allow them to use the Internet if they have access to mobile devices or computers. Monitor and help with vocabulary. Listen to some examples in open class and add them to the diagram on the board. Encourage students to write any new words in their notebooks.

3 SPEAKING Look at the example sentence in open class. Refer back to the rules on comparative adjectives on page 112. In pairs, students take turns to say sentences comparing cars and bicycles. Listen to some of their ideas in open class as feedback.

Optional extension

In pairs, students choose two other types of transport from the unit or other vehicles of their choice and draw a similar diagram to that in Exercise 1. Students complete the diagram with as many words as they can. Monitor and help with vocabulary and ideas if necessary. If time allows, ask students to decorate their diagrams with drawings. Display their diagrams on the walls of the classroom for students to see each other's work.

Student's Book page 114–115

READING

1 2.51 Books closed. As a lead-in, ask: *What's your favourite journey?* Give an example of your own, then give students three minutes to discuss their favourite journeys. Nominate volunteers to describe their favourite journey in open class.

Books open. Tell students they are going to read about the favourite journeys of four children. Working individually, students read and listen to the article to answer the question. Students compare answers with a partner before a whole-class check. During feedback, ask students which words helped them decide on their answers.

Answers

A – Miriam
B – Connor
C – Nathan
D – Julia

2 Read through the sentences with students and check understanding. Students read the text in more detail to complete the exercise, then compare answers with a partner. Check answers in open class.

Answers

1 ~~6 hours~~ 4 hours
2 ~~dad's~~ mum's
3 ~~the local shop~~ school
4 ~~more~~ less
5 ~~aunt and uncle live~~ grandparents live

Optional extension

Divide the class into small groups. Ask students: *Which of the four journeys would you like to go on? Why?* Students discuss the questions and try to reach agreement on the best and worst journey. Tell them to discuss the good and bad points of each journey and encourage them to use comparative adjectives when describing the journeys. Ask a representative of each group to report back their conversation during feedback. Have a show of hands to decide which is the best journey.

GRAMMAR

one* / *ones

1 Look at the examples with students in open class. In pairs, students decide what *one/ones* refer to. If students have difficulties, explain that *one* and *ones* refer to nouns that have already been mentioned. Check answers in open class.

Answers

1 journey
2 films

Read through the rule in open class and ask students to complete it in pairs. Refer to the example sentences and further examples of your own to clarify. Check answers in open class.

Rule

1 singular
2 plural

2 Ask students to work in pairs and complete the exercise. Remind them to check if a noun is singular or plural before deciding whether to replace it with *one* or *ones*. Check answers in open class.

Answers

1 ones
2 one
3 one, ones
4 one
5 ones

Fast finishers

Ask students to write sentences of their own with *one* or *ones*. Listen to some examples in open class after feedback.

Workbook page 109 and page 127

VOCABULARY

Geographical places

1 Read through the instructions and look at the example with students. Ask students to work with a partner and complete the rest of the words. Allow students to look back at the article on page 114 if necessary. Check answers in open class. Say the words for students to repeat and check pronunciation. Pay attention to the different vowel sounds in each word.

Answers

1 beach
2 river
3 sea
4 field
5 lake
6 farm
7 forest

Fast finishers

Ask students to make a list of more geographical features. Allow them to use dictionaries to help them if necessary. Write any new words on the board as feedback.

2 SPEAKING Write the four categories at the top of four columns on the board. In pairs or small groups, students work together to write four lists of famous geographical places. To make this more competitive, give students a five-minute time limit. When time is up, give students one point for each correct answer in each category and two points for an answer that no other group has. Write answers on the board in the four categories.

3 Working individually, students make notes on their favourite journey. Make sure they complete the three boxes in the table. Monitor and help with vocabulary.

4 SPEAKING Divide the class into pairs for students to describe their favourite journeys. Encourage students to use vocabulary from the unit and use the descriptions on page 114 as model texts. Listen to some examples in open class.

Workbook page 111

Student's Book page 116–117

CULTURE

Transport around the world

1 If there is an IWB available in the classroom, this activity would best be done as a heads-up activity with the whole class. Zoom in on the photos at the top of the page, or ask students to cover the text at the bottom of the page. Nominate individuals to find the things in the photos. The rest of the class agree or disagree with the answers. Alternatively, students do the matching activity in pairs before checking answers with the whole class.

Answers

Photo 1: a suitcase
Photo 2: a hill
Photo 3: an engine, bamboo
Photo 4: reed, floating villages

2 2.52 Play the audio while students read and listen to the article. Tell students not to worry if they don't understand every word and that they should just focus on answering the question. Ask students to check their answer with a partner before feedback in open class.

Answers

Photo 1 – tuktuk
Photo 2 – zorb
Photo 3 – bamboo train
Photo 4 – totora boat

3 Give students a minute or two to read through the sentences and circle the key information that they need to look out for. Students read the text again to complete the exercise. Tell them to underline information in the text that helped them answer each question. Students check answers with a partner before whole-class feedback. During feedback, ask students to justify their answers by quoting the text they have underlined.

Answers

1 bamboo train, tuktuk
2 bamboo train, tuktuk
3 totora boat
4 bamboo train, tuktuk
5 tuktuk, zorb

4 SPEAKING In pairs or small groups, students discuss the questions. Monitor and encourage students to answer in full sentences. Make a note of any nice expressions in English that students use during the activity. At the end, write them on the board for the whole class to copy, and praise the student who used them. As feedback, ask for volunteers to report back to the class on their discussion.

WRITING

Unusual forms of transport

1 Look at the picture and the title of the text in open class. Elicit/explain that Amsterdam is in the Netherlands and that people from the Netherlands are called Dutch. Students scan the text to find the name of the vehicle.

Answer

The Flying Dutchman

2 Ask students to read the text more carefully and answer the questions. Check/clarify: *found*. Allow students to compare answers with a partner before a whole-class check.

Answers

1 on the roads or on the water/canals
2 passengers waiting at the international airport
3 an amphibious bus
4 because it can travel on roads or water

3 If students have access to the Internet in the classroom, this can be done as a collaborative writing activity in class with pairs of students working together to complete the exercise. Alternatively, you could set the activity for homework and ask students to bring their notes to the next lesson.

4 If you're short on time, set this exercise for homework. In a subsequent lesson, give students the opportunity to read each other's descriptions and decide which is the most interesting.

Alternatively, students could work individually or together to expand their notes into a short text, then exchange their texts with another pair for them to read and correct any grammatical errors. If you have space, display the texts on the walls of the classroom.

Student's Book page 118–119

CAMBRIDGE ENGLISH: Towards Key

THiNK EXAMS

READING AND WRITING

1 Part 7: Open cloze

Answers

1 got 2 to 3 by 4 than 5 have 6 am 7 the
8 of 9 with 10 a

LISTENING

2 2.53 **Part 3: Three-option multiple choice**

Answers

1 A 2 B 3 A

Audio Script Track 2.53

Polly	Hey, Seth. Is that your dog?
Seth	No, Polly, it's my mum's. He's called Spot. I'm taking him for a walk.
Polly	Have you got a pet?
Seth	Yes, I've got a rabbit called Flopsie and a cat called Spike.
Polly	I had a rabbit. Her name was Dolly. She died last year.
Seth	Oh, I'm sorry.
Polly	It's OK. I've got a fish now.
Seth	A fish?
Polly	Yes, Nemo. He's easier to look after than a rabbit. He only eats once a day.
Seth	Really? Spike eats two times a day and Flopsie eats three times.
Polly	And I only have to clean his bowl once a week. It's no trouble at all.
Seth	I think I want a fish.

TEST YOURSELF UNITS 11 & 12

1 VOCABULARY

Answers

1 horrible 2 fun 3 had 4 farm 5 go 6 safe
7 did 8 motorbike 9 get 10 taxi

2 GRAMMAR

Answers

1 couldn't 2 ones 3 good 4 Did 5 more 6 better
7 went

3

Answers

1 ~~one~~ ones
2 ~~gived~~ gave
3 ~~not ate~~ didn't eat
4 ~~Went you~~ Did you go
5 ~~as~~ than
6 ~~more bad~~ worse
7 ~~saw~~ see

4 FUNCTIONAL LANGUAGE

Answers

1 ticket, Single, return 2 next, leave, journey

PRONUNCIATION

UNIT 1

/h/ or /w/ in question words

Aim: Students practise saying question words *how*, *who*, *where*, *why* and *what*.

1 1.18 Students listen to the recording while reading the questions.

2 Ask students to identify and say the words starting with the /h/: *how* /haʊ/, *who* /hu:/ and /w/ sounds: *where* /weə/, *why* /waɪ/ and *what* /wɒt/.

3 1.19 Students listen and repeat. Then they practise asking the questions with a partner.

Optional extension

In their pairs, students can also take turns in answering the questions. You could also ask them to think of any more words they know starting with /h/ and /w/.

EXTRA INFORMATION

- *Wh* is an alternative spelling of the /w/ phoneme (i.e. ***w****e* and ***w****hat* start with the same sound).
- Students often have trouble pronouncing the word *who* as it is a tricky word in two ways: the *wh* spelling is pronounced /h/, unlike *where*, *why* and *what*, and the vowel sound is the long /u:/ sound (it rhymes with *do* and *you*).
- Some nationalities have trouble with the /h/ phoneme, either pronouncing it too strongly (e.g. Spanish) or not pronouncing it at all (e.g. French). Explain that it's the same sound made when breathing on a pair of glasses to clean them, asking students to copy the sound while doing the gesture. Ask them to feel the aspirated air on the palm of their hands.

UNIT 2

Vowel sounds – adjectives

Aim: Students identify and practise saying key vocabulary from this unit correctly (*hungry*, *angry*).

1 1.27 Students listen to the recording while reading the dialogue.

2 Ask students to find and say *angry* and *hungry*, noting the difference /ˈæŋgri:/, /ˈhʌŋgri:/. Ask them to repeat the different vowel sounds /æ/ and /ʌ/.

Optional extension

Test students by asking them to raise their right hands when they hear the word *hungry*, and raise their left hands when they hear the word *angry*. They can then test each other in this way in pairs.

3 1.28 Students listen and repeat. Then they practise the dialogue with a partner.

EXTRA INFORMATION

- It is common for students to confuse the words *angry* and *hungry*. You may want to teach a gesture for each word (fold your arms and look cross for angry; rub your stomach for hungry). Make sure they're pronouncing the /h/ phoneme at the beginning of ***h****ungry* and that they use the correct /æ/ vowel sound for ***a****ngry* and the /ʌ/ vowel sound for *h****u****ngry*.
- In the Workbook, we also cover two other commonly mispronounced adjectives found in this unit, *worried* /ˈwʌri:d/ and *thirsty* /ˈ ɜ:sti:/. The /ɜ:/ vowel sound (in *thirsty*) is particularly difficult as it can be spelled in several ways.

UNIT 3

this / *that* / *these* / *those*

Aim: Students identify and pronounce *this* /ðɪs/, *that* /ðæt/, *these* /ði:z/ and *those* /ðʊəz/.

1 1.36 Students listen to the recording while reading the dialogue.

2 Ask students to say the highlighted words, listening carefully to the four different vowel sounds /ɪ/, /æ/, / i:/ and /ʊə/. Test students by saying *this*, *that*, *these* or *those* and asking students to point to the correct word.

3 1.37 Students listen and repeat. Then they practise the dialogue with a partner.

EXTRA INFORMATION

- Some English language learners find it difficult to hear the difference between the /ɪ/ and /i:/ sounds. Ask students to exaggerate the manner of articulation to help them to hear and say the phonemes. For /ɪ/ the lips are only slightly open, in a 'square' shape; the sound is made at the back of the throat but is short; for /i:/ the lips are spread in a wide smile and the sound is longer.
- The unvoiced consonant phoneme /Θ/ is also spelt 'th', e.g. *think* and *mouth*. Students may find it hard to hear the difference between the /Θ/ consonant and the /ð/ consonant.

UNIT 4

Word stress in numbers

Aim: Students identify and pronounce the different stress in words *thir<u>teen</u>* to *nine<u>teen</u>* and *<u>thir</u>ty* to *<u>nine</u>ty*.

1 1.47 Students listen to the recording while reading the dialogue.

2 Ask students to say the words *thirteen* and *fifteen*, stressing the second syllable, then *thirty* and *fifty*, stressing the first syllable. Ask them to identify where the stress in each word. Elicit other numbers where the stress is on the second syllable, and other numbers where the stress is on the first syllable.

3 1.48 Students listen and repeat. Then they practise the dialogue with a partner.

Optional extension

In pairs, one student says five numbers (from *thirteen* to *nineteen* and *thirty* to *ninety*), the other student writes down what they hear. Check, then switch roles.

EXTRA INFORMATION

- All numbers ending in *teen* are stressed on the second syllable and the multiples of 10 (*twenty*, *thirty*, *forty* …) are stressed on the first syllable. Although the words are spelled and end differently, the use of stress in the incorrect place can cause confusion and misunderstanding. The focus of this unit helps students to recognise the importance of stressing the correct syllable in words.

UNIT 5

Present simple verbs – third person

Aim: Students identify and say present simple verbs in the third person (*he walks / she watches*), recognising when an extra syllable is added.

1 1.54 Students listen to the recording while reading the sentences.

2 Ask students to identify how many syllables there are in *catch* (one) and how many there are in *catches* (two). Explain that for some verbs an extra syllable is added when used in the third person. Ask students to say the verbs with the added syllable /ɪz/ (*catches*, *teaches*, *finishes*, *washes*, *chooses*).

3 1.55 Students listen and repeat. Then they practise the sentences with a partner.

EXTRA INFORMATION

- The verb requires the addition of an extra syllable when the final sound is a /s/, /z/, /ʃ/, /tʃ/ and /dʒ/ (e.g. *uses*, *watches*). The extra syllable is pronounced /ɪz/.
- In the Workbook, students will decide whether to add *-s* or *-es* to the verbs in the third person.
- This pronunciation focus encourages students to recognise when they need to add an extra syllable to present simple verbs in the third person. Pronouncing the final *s* as a voiced or unvoiced consonant is covered in the next level (e.g. *plays* /pleɪz/ but *takes* /teɪks/).

UNIT 6

Long vowel sound /eɪ/

Aim: Students identify and pronounce words from the unit containing the long vowel sound /eɪ/ (*face*, *straight*, *wavy*, *make*, *great*) with different spellings.

1 1.65 Students listen to the recording while reading the dialogue.

2 Ask students to say the words in blue; elicit that they all contain the long vowel sound /eɪ/. Ask students to identify all of the different spellings for this vowel sound in the dialogue (*a*, *e*, *ay*, *ey*, *ai*).

3 1.66 Students listen and repeat. Then they practise the dialogue with a partner.

EXTRA INFORMATION

- Note that many long vowel sounds have alternative spelling patterns. The /eɪ/ phoneme is commonly spelt in the following three ways: *ai* (e.g. *wait*, *train*); *ay* (e.g. *day*, *okay*) and *a_e* (e.g. *face*, *cake*). Students have learned the following words which contain this phoneme but are not spelt using one of these three patterns: *they*, *grey*, *straight*, *change*, *great* and *break*.
- Some words come from a root word containing the spelling pattern, for example, *wave – wavy*; *fame – famous*.

UNIT 7

Long vowel sound /ɔ:/

Aim: Students identify and pronounce words from the unit containing the long vowel sound /ɔ:/ (*sport*, *skateboard*, *ball*, *fourth*, *August*) with different spellings.

1 2.03 Students listen to the recording while reading the dialogue.

2 Ask students to say the words in blue; elicit that they all contain the long vowel sound /ɔ:/. Ask students to identify all of the different spellings for this vowel sound in the dialogue (*or*, *oar*, *ore*, *al*, *au*, *ar*, *ou*).

3 2.04 Students listen and repeat. Then they practise the dialogue with a partner.

EXTRA INFORMATION

- Note that many long vowel sounds have alternative spelling patterns. The /ɔ:/ phoneme is commonly spelt with these patterns: *or* (e.g. *sport*, *important*); *au* (e.g. *August*, *autumn*); *al* (e.g. *ball*, *talk*) and *aw* (e.g. *awful*, *draw*). Words students have learned containing this phoneme which are not spelt using one of these patterns include *board* (*skate/snowboarding*), *more*, *four* and *quarter*.

UNIT 8

Intonation – listing items

Aim: Students practise using rising and then falling intonation when saying a list of items.

1 2.17 Students listen to the recording while reading the dialogue.

2 Write the list on the board (*Brad wants a T-shirt, socks, trainers, a jacket and a baseball cap*). Ask the class or individual students to repeat the list, then identify where the intonation rises and where it falls. Students circle the correct arrows (up or down) in the sentence.

3 2.18 Students listen and repeat. Then they practise the dialogue with a partner.

Optional extension

Ask students to exaggerate the intonation to help them hear it – it will also make the activity and dialogue more fun. To extend the activity, ask students to tell you what they're wearing using the same intonation pattern.

UNIT 9

Intonation – giving two choices

Aim: Students practise using rising and falling intonation when asking someone to choose between two items.

1 2.26 Students listen to the recording while reading the dialogue.

2 2.27 Ask students to identify where in the dialogue the waitress gives two options, and what these options are. Students then circle the correct arrows (up or down) for each option given, identifying rising or falling intonation. Then listen again and check.

3 2.27 Students listen and repeat. Then they practise the dialogue with a partner.

Optional extension

Ask students to exaggerate the intonation to help them hear it – it will also make the activity and dialogue more fun. To extend the activity, ask students what they prefer: *salad or soup? Chicken or fish?* etc.

UNIT 10

Past simple regular verbs

Aim: Students say regular past tense verbs ending in *-ed* with the /d/, /t/ and /ɪd/ pronunciations. They recognise that if the base form of the word ends in a /t/ or /d/ sound, an extra syllable is added (e.g. *wanted*, *decided*) in the past simple form.

1 2.35 Students listen to the recording while reading the story.

2 Encourage students to notice the difference in pronunciation of the *-ed* endings. Then ask them to say the past tense words with the /d/ (*lived*, *married*), /t/ (*walked*, *finished*, *worked*) and /ɪd/ (*started*, *invented*, *wanted*) endings.

3 2.36 Students listen and repeat. Then they practise with a partner, taking turns to read the sentences.

EXTRA INFORMATION

- The final letter of the verb impacts on the way in which the *-ed* ending is pronounced. The /ɪd/ ending is only added when it's totally necessary as it involves adding another syllable to the word. This occurs when the base form of the word ends in either a /t/ or /d/ sound (e.g. *wanted*, *needed*).
- There are fewer words where the *-ed* ending is pronounced /id/ although beginner students always tend to pronounce the extra syllable. Suggest to students that they're better off not saying /id/. They will realise that it's physically impossible to say verbs ending in the /d/ or /t/ sound without adding it.
- Besides the schwa /ə/, the /ɪ/ phoneme is often used in unstressed syllables, as is the case here.

UNIT 11

Past simple irregular verbs

Aim: Students identify and say irregular past tense words (*could*, *went*, *were/was*, *swam*, *took*).

1 2.42 Students listen to the recording while reading the dialogue.

2 Ask students to find and say the words in the irregular past, and elicit what their infinitive forms are (*could – can*, *went – go*, *were/was – be*, *swam – swim*, *took – take*).

Optional extension

Ask students to create another dialogue using these irregular verbs. Alternatively, elicit some more irregular past tense verbs from the students and ask them to create a dialogue using these.

3 2.43 Students listen and repeat. Then they practise the dialogue with a partner.

EXTRA INFORMATION

- Many irregular past tense words are decodable, that is, their pronunciation is easily recognised by the way they are spelled.

UNIT 12

Word stress – comparatives

Aim: Students recognise the stressed syllables in comparatives and practise saying the final schwa /ə/ syllable correctly.

1 2.48 Students listen to the recording while reading the sentences.

2 Ask students to identify the comparative in each sentence (*faster*, *slower*, *quicker*, *easier*). Ask them to say which part of the word is stressed (the first part – the last syllable is never stressed).

3 2.49 Students listen and repeat. Then they practise the sentences with a partner.

EXTRA INFORMATION

- The last syllable in comparatives is never stressed because the main meaning is in the word which has been changed into a comparative.
- The schwa /ə/ is common in unstressed syllables. It gives English its characteristic rhythm and, when speakers don't use it, they tend to sound unnatural and wooden.

GET IT RIGHT!

UNIT 1

Be

Focus: Students at this level often omit the verb *be* (*am*, *are* or *is*) when using statements and questions.

Books closed. Write these three prompts on the board: 1 *I British.* 2 *You Brazilian.* 3 *She Spanish?* Ask students to identify what is missing from each of the sentences. Encourage them to discuss their ideas in pairs before you take feedback. Answers: 1 *am/'m*; 2 *are/'re*; 3 *Is*. Explain/elicit that these are forms of the verb *be*. Books open. Draw their attention to how we form statements and questions with *be*, noting where the verb goes in each case. Focus students on the example before they complete the exercise.

Answers

1 The house is very nice.
2 How old are you?
3 correct
4 Are you 13 years old?
5 What is your name?
6 correct
7 My name is John.
8 Is Lisbon in Spain?

Subject pronouns and *be*

Focus: Students at this level sometimes miss out the subject pronoun when using the verb *be*. This is often because their own language omits the subject pronoun in sentences.

Books closed. Write this sentence on the board: *My favourite athlete is* [name – make this your personal choice]. *Is very nice.* Ask students to identify what is missing from the sentence. Encourage them to discuss their ideas in pairs before you take feedback. Answer: *he/she* (depending on what name you put). Explain/elicit that this is the subject pronoun, and that we always use it when referring to someone (or something) in a sentence. Elicit all the subject pronouns that the students have learnt in the unit (*I*, *you*, *he*, *she*, *it*, *we*, *they*). Refer them back to page 15 of the Student's Book if necessary. Books open. Focus students on the example before they complete the exercise.

Answers

1 I like England. It is very nice.
2 It's a taxi. It is yellow.
3 She's my friend. She is from Mexico.
4 They are singers. They are in First Aid Kit.
5 He's my brother. He is 15 years old.
6 I like this phone because it is very small.

UNIT 2

Be questions

Focus: Students at this level often make mistakes with word order in *be* questions.

Books closed. Write this sentence on the board: *She is happy.* Ask students to change this statement into a question. Encourage them to discuss their ideas in pairs before you take feedback. Answer: *Is she happy?* Explain/elicit that when we write a question in English, the word order changes. Books open. Draw their attention to how we form questions with *be*. Focus students on the example before they complete the exercise.

Answers

1 Is there a problem?
2 Are you on holiday?
3 How are you?
4 Is he a famous person?
5 Is this your computer game?
6 Is she your sister?

Spelling

Focus: Students at this level have trouble spelling many words in English, particularly ones that are not written the same way as they sound.

Books closed. As a warm-up, ask students to say some of the adjectives they learnt in the unit. Refer them back to page 25 of the Student's Book if necessary. Ask individuals to spell the words and write these on the board. Ask the whole class to check if the spelling is correct, and make corrections if necessary. Books open. Explain that students will practise spelling more difficult words from the unit. Focus students on the example before they complete the exercise.

Answers

1 My brother is very funny.
2 The food is excellent.
3 My shirt is white.
4 We play football in the evening.
5 I saw her yesterday morning.
6 The film is great.

UNIT 3

Possessive *'s*

Focus: Students at this level find it difficult to use the possessive *'s*. They often put the words in the wrong order. This is often because their own language uses a very different structure to talk about possession.

Draw students' attention to the example in the box. Explain/elicit that we place the possessive *'s* after the person or thing to whom an item belongs. As a warm-up, hold up items belonging to different students and ask: *Whose pencil/chair/*etc. *is this?* Write answers on the board to make sure they understand how the apostrophe is used. Focus students on the example before they complete the exercise.

Answers

1 It is my sister's homework.
2 My friend's name is Amy.
3 I was at my friend's party.
4 My friend's family lives in India.
5 It's my sister's birthday.
6 This is my brother's bedroom.
7 Trumpington High is my cousin's school.
8 Don't eat Juan's burger!
9 That's the teacher's chair.
10 He's Ana's brother.

Family vocabulary

Focus: Students at this level sometimes make spelling mistakes with family words, particularly ones that are not written the same way as they sound.

Books closed. As a warm-up, ask students to name some of the family vocabulary they learnt in the unit. Refer them back to page 32 of the Student's Book if necessary. Ask individuals to spell the words and write these on the board. Ask the whole class to check if the spelling is correct, and make corrections if necessary. Books open. Explain that students will practise spelling more difficult family vocabulary from the unit. Focus students on the example before they complete the exercise.

Answers

1 My mother is in hospital.
2 We go to my grandmother's house.
3 I watch films with my brother.
4 It was a present from my father.
5 He is the president's son.
6 He has got two daughters.
7 My grandfather lives there.
8 She is my cousin.
9 His family are from America.
10 Does your uncle live near you?

UNIT 4

There is | There are

Focus: Students at this level sometimes miss out *there* where *there is/are* is required.

Books closed. Write these two sentences on the board: *Is a great restaurant in our town, but aren't any cinemas.* Ask students to identify what is missing from the sentence. Encourage them to discuss their ideas in pairs before you take feedback. Answers: ***There** is a great restaurant in our town, but **there** aren't any cinemas.* Elicit/explain that we need to use *there* in sentences when we are saying if something exists or doesn't exist, and it is always followed by the verb *be*. Books open. Focus students on the example before they complete the exercise.

Answers

1 In the kitchen there are two windows.
2 In Paris there is a nice park.
3 Are there any other drinks?
4 In my room there is a bed.
5 It is nice because there are lots of shops.
6 Near my town there are lots of interesting places.

Prepositions of place

Focus: Students at this level sometimes make mistakes with the form of prepositions of place, either misspelling them or using the wrong particle.

Books closed. As a warm-up, ask students to name all of the prepositions of place they learnt in the unit. Refer them back to page 41 of the Student's Book if necessary. Ask individuals to spell the words/phrases and write these on the board. Ask the whole class to check if the spelling is correct, or if any part of the phrase is missing, and make corrections if necessary. Books open. Explain that students will practise using prepositions of place from the unit. Focus students on the example before they complete the exercise.

Answers

1 The coffee shop is in front of the bank.
2 My house is next to Park Hotel.
3 I live behind the station.
4 Station Road is between the supermarket and the post office.
5 The shop is opposite the museum.
6 Their houses are next to the hospital.

UNIT 5

Present simple positive

Focus: Students at this level often make agreement mistakes in the present simple, especially with the third person singular (*help → helps*).

Books closed. Write on the board: 1 *I* ____ *English.* 2 *He* ____ *English.* In open class, ask students what they think the missing verb is (*speak/understand*). Elicit the answers to the blank spaces. Answers: 1 *I **speak** English* 2 *He **speaks** English*. Explain/elicit that when we use verbs in the present simple with the third person singular (often with the pronouns *she*, *he* and *it*), we add an *s* or *es* to the verb. Books open. Focus students on the example before they complete the exercise.

Answers

1 He eats breakfast every day.
2 They like sport.
3 She goes to university.
4 Angela works Monday to Friday.
5 People play games on their phones.
6 School starts on Friday.
7 People in cities are often angry.
8 He studies every day after school.
9 She loves Glee Club.
10 My brother watches football on TV every Saturday.

Present simple negative

Focus: Students at this level often make agreement mistakes in the present simple negative, sometimes confusing when to use *don't* or *doesn't*.

Books closed. Following on from the previous focus, write the two previously used sentences on the board: *I speak English. He speaks English.* Ask students to put these statements into the negative. Encourage them to discuss their ideas in pairs before you take feedback. Answers: *I don't speak English. He doesn't speak English.* Books open. Draw students' attention to the examples in the box, and explain/elicit that the verb *do* is used in negative sentences and agrees with the person and number of the subject. Focus students on the example before they complete the exercise.

Answers

1 doesn't 2 doesn't 3 don't 4 doesn't 5 doesn't
6 don't 7 don't 8 don't 9 doesn't 10 don't

UNIT 6

Countable and uncountable nouns

Focus: Students at this level sometimes use *a/an* and *some* incorrectly when using countable and uncountable nouns.

Books closed. As a warm-up, ask students to name some nouns (from Unit 6 or from the whole level until now) and write them on the board. In pairs, ask students to decide whether the nouns on the board are countable (singular or plural) or uncountable. Explain/elicit that we use *a/an* with countable nouns in the singular and we use *some* with countable nouns in the plural and uncountable nouns. Books open. Focus students on the example before they complete the exercise.

Answers

1 a 2 a 3 some 4 a 5 some 6 some

has / *have got*

Focus: Students at this level often forget to include *got* when they use *has* / *have got* in negative sentences and questions.

Books closed. As a warm-up, write the sentence on the board: *Have you a phone?* Ask students if this sentence is correct, and elicit what is missing (*got*). Ask students to give the correct full sentence (*Have you **got** a phone?*). To get students practising more, you could put them in pairs to ask and answer *have/has got* questions, for example, Student A asks *Have you got a cat?*, Student B answers *Yes, I've got a cat / No, I haven't got a cat* (for the purposes of this exercise, encourage them to answer in full sentences). Books open. Focus students on the example before they complete the exercise.

Answers

1 Have you got the time?
2 Has your mum got GPS is her car?
3 I haven't got headphones. Can I use yours?
4 They haven't got books in their school. They use tablets.
5 I haven't got an e-reader. I use my phone.
6 Have you got a laptop?

UNIT 7

can / *can't*

Focus: Students at this level sometimes make mistakes with *can*/*can't* by adding *to*, or leaving *to* out when it is needed with the infinitive.

Focus students' attention on the example and elicit why the sentence *He can to play the piano* is incorrect (we use the infinitive without *to* after *can*). Then elicit why the sentence *They want know the answer* is wrong (we use *to* + infinitive after many verbs, including *want* and *need*). Focus students on the example before they complete the exercise.

Answers

1 Can you speak Spanish?
2 We want to do some shopping.
3 You need to clean your room.
4 I need to eat something. I'm hungry!
5 I can't do my homework.
6 Alex wants to do everything.

UNIT 8

like / *don't like* + verb + *-ing*

Focus: Students at this level often use the base form of the verb, or the infinitive with *to*, after *like* / *don't like* instead of using the *-ing* form.

Books closed. Write these sentence stems on the board: 1 *I like …* 2 *I don't like …* Ask individuals to complete the sentences with their own ideas in open class (make sure they use verbs and not nouns). Write their ideas on the board. With the whole class, check the ideas on the board and make any corrections to errors of verb form. Explain/elicit that after the verb *like / don't like* (and *love*, *hate*, etc.) we use the *-ing* form. Books open. Focus students on the example before they complete the exercise.

Answers

1 I like singing and dancing.
2 We love going shopping.
3 She likes wearing green clothes.
4 They don't like playing basketball.
5 Paul doesn't hate studying.
6 Anna likes wearing white clothes.

UNIT 9

must / *mustn't* / *can* / *would*

Focus: Students at this level often have trouble spelling modal verbs such as *can't*, *must*, *would* and *mustn't*.

Books closed. As a warm-up, ask students to name some of the modal verbs they learnt in the unit. Refer them back to page 86, 87 and 89 of the Student's Book if necessary. Ask individuals to spell the words and write these on the board. Ask the whole class to check if the spelling is correct, and make corrections if necessary. Explain/elicit where the apostrophe goes in contracted negative modal verbs (e.g. in the verb *mustn't* it replaces

the *o* in *not*). Books open. Explain that students will practise spelling more difficult modal verbs from the unit. Focus students on the example before they complete the exercise.

Answers

1 I can't find the coffee.
2 You must learn English.
3 I would like to do some shopping.
4 You mustn't use YouTube©.
5 Wouldn't you like some more?
6 We mustn't be late.

UNIT 10

was / *wasn't*, *were* / *weren't*

Focus: Students at this level sometimes make agreement errors with the past simple of *be*, confusing *was* and *were*.

Refer back to the text on page 93 of the Student's Book. Ask students to find examples of sentences that use *was*, *wasn't, were* and *weren't*. Write the examples on the board. For each example, elicit whether the subject is singular or plural. Explain/elicit that with singular subjects we use *was* or *wasn't*, and with plural subjects we use *were* and *weren't*. Focus students on the example before they complete the exercise.

Answers

1 We were at Dan's house all night.
2 correct
3 Weren't you there?
4 I was happy to see you at the weekend.
5 correct
6 Last night there was a party on the beach.
7 correct
8 Katie and Jo were there.

UNIT 11

Past simple (irregular verbs)

Focus: Students at this level sometimes misspell or use the wrong forms of irregular verbs in the past simple, often confusing whether they take the regular *-ed* ending or not.

Books closed. As a warm-up, ask students to name some of the irregular verbs they learnt in the unit so far. Ask individuals to use these words in a sentence. Write the examples on the board. Ask the whole class to check if the spelling and form is correct, and make corrections if necessary. Explain that students will practise forming and spelling more difficult irregular verbs from the unit. Focus students on the example before they complete the exercise.

Answers

1 I made a lot of friends.
2 She gave me a lot of presents.
3 Jack and Al took photographs.
4 There were some problems with his work.
5 I came home late yesterday.
6 He swam very fast.
7 They went to the cinema.
8 Helen made some food.

Past simple (negative)

Focus: Students at this level sometimes use the present simple negative where the past simple is required.

Books closed. Write these sentences on the board: 1 *You don't have homework.* 2 *You didn't have homework.* Ask students which sentence is in the present (the first one) and which is in the past (the second one). Explain/elicit that present simple negative sentences use the present form of *do* (*don't/doesn't*), while past simple negative sentences use the past form of *do* (*didn't*). Explain that students should look out for time phrases to know if a sentence is in the present or the past. Books open. Focus students on the example before they complete the exercise.

Answers

1 don't 2 didn't 3 didn't 4 don't 5 didn't 6 don't

UNIT 12

Comparative adjectives

Focus: Learners at this level often use both *more* and *-er* for comparatives when only one of these forms is required, or use *more* when *-er* is required and vice versa.

Draw students' attention to the rule and the examples in the box. Ask students to name some adjectives they have learnt in the level so far and write their examples on the board. For each example, elicit the number of syllables it has (e.g. *exciting* – 3) and therefore whether it should take *more* or *-er* when we make it into a comparative (e.g. *more exciting*). Focus students on the example before they complete the exercise.

Answers

1 He is healthier than he was last year.
2 Henry is older than his brother.
3 My mobile phone is newer than my brother's.
4 Basketball is better than baseball.
5 I was happier than Joe at the end of the game.
6 Henry's brother is friendlier than Henry.
7 I think Maths is easier than English.

than with comparative adjectives

Focus: Students at this level sometimes use *then* or *that* where *than* is required with comparative adjectives.

Books closed. Write this sentence on the board: *The train is better ___ the bus.* (To make it more interesting, make this sentence true to you.) In open class, ask students what the missing word in the sentence is (*than*). Explain/elicit that we always use *than* when comparing two things. Elicit when we use *then* (to refer to a time) and when we use *that* (to refer to an object or idea). Make sure students understand these words so as not to confuse them. Books open. Focus students on the example before they complete the exercise.

Answers

1 than 2 then 3 than 4 That 5 that 6 then